DOCUMENT RESUME

ED 252 991 EC 171 324

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TITLE Educational Guide for the Physically Handicapped.
INSTITUTION Northwest Suburban Special Education Organization, Palatine, IL.
PUB DATE Aug 81
NOTE 202p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS *Academic Achievement; *Adapted Physical Education; *Daily Living Skills; Elementary Secondary Education; Emotional Development; Eye Hand Coordination; Interpersonal Competence; Language Arts; Mathematics; *Motor Development; *Physical Disabilities; Prevocational Education; Reading; Sciences; Social Studies; *Speech Skills; Teaching Methods

ABSTRACT

The curriculum is designed to help teachers and administrators in providing effective education to physically handicapped students. Physically handicapped students are defined here as those who participate in regular public school programs on an integrated or self-contained basis with assistance from support staff who assist in all areas of learning where the students' handicapping conditions interfere with their ability to perform and learn. These students may be classified as those students with: (1) orthopedic impairment; (2) neuromuscular/muscoskeletal disease; (3) cardiovascular and respiratory system disabilities; (4) disabilities of metabolic origin; and (5) learning deficits (e.g., cognitive delays directly or indirectly attributed to the physical handicapping condition). Objectives, suggestions, and instructional techniques are offered for seven major topic areas: (1) motor considerations (positioning, external supports, physical assistance, adapting environment, lifting and moving, communication); (2) academics (fine motor skills and concept development for early childhood, reading and language arts, mathematics, science, social studies); (3) prevocational skills; (4) speech and language; (5) daily living skills; (6) social/emotional development; and (7) adaptive physical education (positioning, external supports, physical assistance, adapting environment, lifting and moving). Some of the sections are divided into age levels (primary through junior high). (CL)

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EDUCATIONAL GUIDE FOR THE PHYSICALLY HANDICAPPED

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PHYSICALLY HANDICAPPED

INTRODUCTION

The purpose of this curriculum is to aide teachers and administrators in providing responsible and affective educational programming and services for the physically handicapped. Physically handicapped students being defined as those who participate in a regular public school program on an integrated or self-contained basis with assistance from support staff (Physical Therapist, Occupational Therapist, Learning Disabilities Resource Teacher, Speech/ Language Therapist, Social Worker, Psychologist, Nurse, Leisure Education Specialist, Pre-Vocational Specialist, Adaptive Physical Education Instructor, Special Education Teacher, Regular Education Teacher, and Aides) who assist in all areas of learning where the student's handicapping condition(s) interfer with his ability to perform and learn.

These students may be classified as those students with (1) orthopedic impairment, e.g., congenital anomalities, amputations, (2) neuromuscular/ musculoskeletal disease, e.g., cerebral palsy, spina bifida, muscular dystropy arthrogryposis, juvenile rheumatoid arthritis, traumatic injuries, (3) cardiovascular and respiratory system disabilities, e.g., asthma, sickle cell anemia, hemophilia, (4) disabilities of metabolic origin, e.g., brittle diabetes, and (5) learning deficits, e.g., cognitive delays directly or indirectly attributed to the physical handicapping condition.

When using this guide, it is important to keep in mind that the information in this booklet should be used to provide a systematic framework for teaching. It is by no means intended as a final product but merely as an initial step in the development of a curriculum. The development of a curriculum is an on-going process which required continued staff involvement and feedback if it is to be a useful and current tool in teachings. We hope that the staff will continue to be involved and provide ideas to help refine and revise this material in the upcoming years.

Introduction (Con't.)

It also should be noted that although this booklet focuses on the development of academic skills, the teaching and support staff should give considerable attention to the child's emotional and affective development within the classroom setting. In addition, because of the nature of these student's learning styles and emotional conflicts, mastery of any particular skill may fluctuate from week to week, semester to semester. Therefore, repetition and continued re-exposure to the same materials through the course of the school year is essential.

MOTOR CONSIDERATIONS

MOTOR PERFORMANCE - CONSIDERATIONS IN CURRICULUM PLANNING FOR PHYSICALLY HANDICAPPED STUDENTS

Introduction

It is our purpose in including a separate section on motor performance as it relates to learning to provide suggestions whereby the student who is physically handicapped is least restricted in his opportunity to receive and use the educational material presented to him/her, as well as experience the benefits of peer relationships within the educational setting.

In general, the ability to learn can be broken down into three components; (1) the ability to attend, (2) the ability to process information, and (3) the ability to use information. While the ability to process information is basically a mental function assumed to be in tact in the population served by this curriculum, the abilities to attend and to use information are considerably influenced by physical impairment. For example, the student with normal intelligence who lacks the head control necessary to look up at the blackboard loses the benefit of the visual channel for learning. Unless an adaptation is made whereby this student is provided with an external means of head control, his primary physical handicap is further complicated by an imposed visual handicap. The same principle holds true regarding the ability to use information. Writing, turning pages of a book and, in general, using movement to experience or act on the environment are likewise inhibited in the case of the student who has a physical disability.

The effect that motor performance has on a child's ability to learn is, in many instances, directly related to the degree of severity of his physically handicapping condition.

Classroom teachers can minimize the effects of physical handicaps on learning by employing certain techniques in the classroom. There are basically five techniques that can be utilized to help the physically handicapped student benefit from the educational experience. THE USE OF THESE TECHNIQUES IS BY NO MEANS A SUBSTITUTE FOR PHYSICAL OR OCCUPATIONAL THERAPY AND NO TECHNIQUE SHOULD BE USED WITH ANY CHILD WITHOUT FIRST CONSULTING WITH THE STAFF PHYSICAL OR OCCUPATIONAL THERAPIST.

The techniques are:

Positioning

External Support

Physical Assistance

Adapting the Environment
1. Physical setting
2. Adaptive aides

Lifting and Moving

Each technique will be discussed as it relates to specific areas of learning.

Positioning

Considerations:

1. Positioning is critical in terms of the student's ability to attend, as well as his/her physical well being. Deformities can result from consistent malpositioning which will increase learning problems.
2. The child whose body is unstable, uncomfortable or malpositioned is a poor candidate for learning. His primary area of concentration is, by necessity, achieving physical comfort and security.
3. Positioning should allow for full use of the visual channel for learning.
4. Positioning should allow accessibility to all learning materials.
5. Positions should be practical for use in the special education, as well as the regular education classroom for students who can be mainstreamed.
6. Positions should allow comfortable and normal respiration.
7. No position should be maintained for a period of longer than 30 minutes. If total repositionins is not possible, it is recommended that minor alterations be made; i.e., shift weight, raise legs, place cushion on seat or back of chair, stand for a moment and reseat.

Suggested positions:

1. Sitting - Head and trunk erect, legs uncrossed, feet flat.
2. Standing - Head and trunk erect, weight evenly distributed over both feet, feet slightly apart.

External Support

Considerations:

1. All external support systems should be checked regularly for safety.
2. Current physical therapy catalogs should be reviewed regularly for adaptive equipment that may be appropriate for use by a particular child.
3. Students using external support systems should be monitored regularly for skin breakdown and reddening, particularly on bony areas where external support systems place any pressure on body parts.

Support systems:

1. Commerical or homemade adaptive equipment:
   - Orthopedic chair
   - Rifton chair (see Rifton catalog)
   - Kinder chair
   - Prone stander
   - Stand-up table
2. Commercial or homemade strapping (velcro buckles or ties, NO PINS)
3. Orthopedic braces/appliances (medically prescribed only).
4. Sandbags or weights (to stabilize arms or legs in sitting).
5. Pads, pillows and bolsters (to stabilize head and trunk in standing or sitting or, to separate legs).
6. Dicem.

Physical Assistance

Considerations:

1. Physical assistance can be utilized to provide control or stability in positioning, as well as to aid movement.
2. Physical assistance should be provided in such a way that manual contacts/tactile stimulation does not distract the student from the primary task.
3. Physical assistance should be provided in such a way so as not to restrict any body parts in which the child has independent mobility.
4. Physical contact should not restrict normal comfortable breathing or swallowing.

Techniques:

1. Total body control in sitting - Place child on your lap with your legs between his/hers, his/her trunk and head leaning back on your body and holding him/her around the chest with one arm while placing the other hand gently under his chin or on his forehead.
2. Head control in the prone stander - Place hands gently on the sides of the head above the ears.
3. Fine motor - Place hands over the child's arm/hand to aid in maintaining grasp, assisting with release, guiding directionality of movement, assist in grading movement.

Adapting the Environment

Note: Adaptions in the environment refer to both alterations in the physical setting, as well as employing the use of adaptive learning aids and materials (adaptive aids and materials being different from adaptive equipment in that it refers to those objects and materials that are manipulated by the child).

Considerations:

1. Alterations in the physical setting should be practical in the special education, as well as the regular education classroom for those students who can be mainstreamed.
2. Alterations should be permanent insofar as possible; i.e., large furniture, equipment, etc., should not be moved from place to place throughout the day - learning materials and pre-vocational materials should be in one general area throughout a given task.
3. Current occupational therapy catalogs should be reviewed regularly for adaptive learning aids that may be appropriate for a particular child.

Suggestions:

1. A place should be established in the classroom where the student can be positioned so he/she can receive the full benefit of the instruction without interfering with the learning experiences of the other students. His/her place, if at all possible, should be among (not removed from) the other students. Prone standers, adaptive chairs and standing tables can be easily placed in a circular setting or among movable desk chairs.
2. Materials to be used should be placed where they are accessible to the child's reach and within his visual field.
3. All factors in the environment that affect the student's sensory system should be monitored and controlled insofar as possible:

   Room temperature
   Noise level
   Noxious odors
   Lighting
   Fit and texture of clothing
   Chair surfaces and upholstery (It should be noted that the majority of orthopedic chairs and standers have vinyl upholstery - in warm temperatures, a towel or sheet placed over the vinyl will aid in absorbing perspiration.)

Lifting and Moving

Considerations:

1. Children with motor problems often experience an involuntary change in muscle tone when they are lifted or moved for any reason. You may note a sudden stiffening when you pick up certain children.
2. Your own body mechanics are extremely important in the lifting and moving process for your own, as well as the child's protection and safety.

Suggestions:

1. Always explain to the child what you are about to do; i.e., "We are going to move you from the chair to the prone stander. On the count of three, we will pick you up."
2. Whenever possible, larger children (over 25 pounds) should be lifted and moved by two people using a two man lift.
3. Practice good body mechanics:

   Bend from the knees, not the waist.
   Make the child's body as compact as possible before lifting (cradle if possible).
   Get the child as close to your body as possible before lifting.
   Use your legs, not your back to lift.

4. Practice safety when moving:

   Remove all objects from child's hands.
   Grip the child's body, not his clothing.
   Make certain you can see where you are going - check the floor for obstacles before walking while carrying the child.

Communication

Communication is basic to all personal behavior. It is a human need which is manifested in understanding one's self, others, and the world around the child. It is the way in which a physically handicapped individual makes his/her feelings, wants, and ideas known to others.

Therefore, the physically handicapped child must develop a mode of communication whether it be verbal, physical or electronic, so that they may participate successfully in the academic curriculum, and in daily social interaction.

ACADEMIC ACTIVITIES

General Considerations for Academic Activities

1. The primary consideration is enhancing the ability to attend and concentrate. To achieve this end, the child must be physically secure and comfortable but alert. All techniques used to minimize the affects of the handicapping condition should be applied with the goal of achieving mental alertness along with physical security.

2. Many children with motor problems, particularly cerebral palsy, experience involuntary changes in muscle tone. Regerence was made to this phenomenon in the section on lifting and moving. These children experience this same increase in tone when they put forth any physical effort (such as in attempting to initiate movement). Relaxation can be facilitated by exercising patience, a relaxed and quiet tone of voice and a gentle manner in handling and general care of such children.

3. Particularly in the areas of academic and pre-vocational activities, physically handicapped students are functioning on a par with or superior to their peers. Every effort should be made to maintain equality with the peer group; i.e., such factors as being at eye level, having appropriate physical contact with others (such as hand shaking) and focusing attention on similarities rather than differences should be encouraged.

FINE MOTOR SKILLS AND CONCEPT DEVELOPMENT FOR EARLY CHILDHOOD

A large percentage of the Pre-School/Kindergarten curriculum content requires certain basic perceptual motor skills.

Therefore, we have included the following objectives to compliment the Pre-School/Kindergarten academic curriculum.

Fine Motor Skills

- "Nest" or stack objects, such as cups or boxes of graduated sizes.
- String beads.
- Screw and unscrew lid on a container.
- Sort dissimilar objects (i.e., blocks and buttons).
- Sew a string through the holes of a sewing card.
- Build a tower of blocks progressing from two blocks to 10.
- Complete simple insert puzzles (progressing in difficulty - 3-5, 6-10, 11-15, 16-20 pieces).
- Learn how to hold a pencil, crayon or marker*.
- Scribble with crayon, marker or pencil.
- Make purposeful marks with crayon, marker or pencil.
- Draw a circle.
- Trace a vertical line.
- Trace along a horizontal line.
- Color with a crayon or marker staying within line.
- Trace letters with a pencil, crayon or marker.
- Copy his/her first name legibly.
- Draw a picture of a person with basic identifable body parts (i.e., head, legs, arms, feet, eyes, nose, mouth, etc.)
- Learn to cut with scissors (regular or adaptive).
- Learn to use a paint brush.
- Learn to paste and glue paper.

* Many times markers are more appropriate for physically handicapped children, since they take less strength to manipulate and less pressure to make a mark.

Concept Development

Time Concepts - Understand words or phrases as:

today, last night, tonight, yesterday, tomorrow, morning, afternoon

Quantitative Concepts - Distinguish the differences between the following:

tall/short	less/more
slow/fast	thin/fat
few/many	narrow/wide
empty/full	shallow/deep

Directional/Positional Concepts - Distinguish the difference between the following directional/positional concepts:

up/down	go/stop	above/below
out/in	low/high	forward/backward
bottom/top	inside/outside	away/toward
top/middle/bottom	beginning/end	center/corner
over/under	off/on	straight/crooked
far/near	closed/open	through/around
going/coming	front/back	right/left
to/from	here/there	same/different

Tactile Discrimination -

little/big	hard/soft	thick/thin
rough/smooth	short/long	hot/cold
wet/dry	round/square	

Ability to sort items by color, shape and size.

Ability to classify three or more items presented orally or visually into the following classes:

toys	colors	furniture
numbers	foods	vegetables
people	fruit	things to travel in
clothes	tools	
animals	dishes	

Verbally explain the use of:

beds	chairs	keys
houses	cars	airplanes
dishes	lights	clocks
stoves	telephones	locks
coats	pencils	stove
books	scissors	refrigerator

Resources

Brigance Diagnostic: Inventory of Early Development by Albert H. Brigance. Curriculum Associates, Inc.

Note: Consult O.T. for adaptive equipment that will aid child with neuromuscular problems that limit their ability in the above skills.

READING and LANGUAGE ARTS

The Reading and Language Arts Program of the Berkley/Rand Physically Handicap classes is designed to develop basic listening, speaking, reading, spelling and writing skills. The program is sequential and systematic, allows for a flexibility of approach and makes provisions for individualization. The program is developmental and fuctional and encourages the enjoyment of materials. Teachers in all subject areas have a resonsibility in developing the reading and writing ability of each individual to assure continuous success. Since Reading and Language Arts is necessary to all areas of the curriculum, and is a vital skill, special emphasis is placed on the importance of providing successful experiences for every child. Through the use of a varied program, children will be acquainted with the tools they need to enable them to read and write effectively and meet their future needs. A skills program is provided to meet the needs of the individual child in the area of decoding, vocabulary, concept development, comprehension, oral reading, writing, spelling and reference skills.

READING - LANGUAGE ARTS
PRE-SCHOOL/KINDERGARTEN
OBJECTIVES

WORD ATTACK SKILLS

1. Show interest in words and symbols.
2. Recognize common symbols. (ie:

, McDonald's).
3. Follow left to right sequence.
4. Use tactile clues.

PERCEPTUAL SKILLS

1. Point on picture to head, eyes, nose, mouth, arms, trunk.
2. Match like colors, shapes, and designs.
3. Identify 26 alphabet letters. Introduce beginning consonant sound.
4. Match pairs of letters.
5. Point to letters that are the same/different.
6. Match pairs of words.
7. Point to words that are the same/different.
8. Visualize part-to-whole by assembling 7 piece puzzle.
9. Define or illustrate directional, positional terms: up, over, above, down, in, out, top, behind, right, left.
10. Repeat spoken sound.
11. Reproduce spoken syllable word.
12. Reproduce spoken 2 and 3 syllable words.
13. Discriminate sounds from non-human sources. (ie: dog barking, bell ringing).
14. Find pictures with rhyming names.
15. Point to pictures whose names do not rhyme.
16. Match pictures whose names begin alike.

COMPREHENSION SKILLS

1. Show interest in books and other printed materials.
2. Arrange pictures in sequence.
3. Use simple sentences when speaking.
4. Retell a story.
5. Tell simple stories and give descriptions.

CREATIVE SKILLS

1. Listen to an adult read stories for enjoyment and information.
2. Share ideas and reactions. (ie: show and tell).
3. Dictate story to teacher (constructing from experience and imagination).
4. Dramatize stories and poems (puppets - play clothes).

WRITTEN EXPRESSION

* 1. Copy line, circle.
* 2. Draw simple shapes, (circle, square, triangle).
* 3. Draw simple picture.
* 4. Trace letters of the alphabet.
* 5. Complete letters.
* 6. Recognize and write first name.
* 7. Complete three letter words.

STUDY SKILLS

1. Attend to task.
2. Follow simple directions in sequential order.
3. Visit the learning center and various other rooms in school building.

* Adaptive equipment may be needed for child to physically complete task.

READING - LANGUAGE ARTS
PRIMARY (LEVEL 1)
OBJECTIVES

WORD ATTACK SKILLS

1. Follow left to right sequence.
2. Identify in various setting words found in preprimers and primers.
3. Provide rhyming word to model. (ie: man, pan, fan).
4. Use tactile clues.

PHONETIC ANALYSIS SKILLS

1. Identify 26 alphabet letters.
2. Associate consonant sounds to letters.
3. Identify beginning consonant sounds.
4. Identify ending consonant sounds.
5. Read consonant blends. (ie. cr, gr, sn, gl).
6. Read simple consonant digraphs. (th, sh, wh).
7. Recognize that the letters a, e, i, o, u, and combinations of these can represent different sounds.
8. Read and spell regular one syllable words having a short vowel.

STRUCTURAL ANALYSIS SKILLS

1. Recognize compound words.
2. Use contractions.
3. Recognize base (root) words and endings.
4. Use plurals.
5. Use present, past, and future tense.

COMPREHENSION SKILLS

These are based on pictures, orally presented materials, and written materials read aloud to the child.

1. Identify main idea in stories and poems.
2. Distinguish reality from fantasy.
3. Use context clues to find details.
4. Determine sequence (ie. before, after).
   a. Arrange pictures in sequence.
   b. Illustrate events in sequence.
5. Recognize marks of punctuation: period, question mark.
6. Match pictures with corresponding words, phrases, or sentences.
7. Draw conclusions; predict outcome.

8. Recognize capitalization: proper nouns (names), first word in sentence.

WRITTEN SKILLS

* 1. Identify and/or write lower case manuscript letters.
* 2. Identify and/or write upper case manuscript letters.
3. Match lower case and upper case letters.
* 4. Recognize and/or write complete name in manuscript print.
* 5. Fill in missing word.
* 6. Copy simple sentence.

CREATIVE SKILLS

1. Listen to an adult read stories for enjoyment and information.
2. React to pictures and stories and relate to own experience.
3. Dictate story to teacher (constructing from experience and imagination).
4. Make an oral presentation. (ie: show and tell).
5. Dramatize stories and poems (puppets, play clothes).
6. Illustrate a story or poem.

STUDY SKILLS

1. Follow simple directions.
2. Show independence in work.
3. Accept responsibility for completion of work.
4. Show initiative in selecting picture books.
5. Care for books properly.
6. Alphabetize short lists of words using first letter (one word A-Z).
7. Classify by category (ie: foods, clothing, shapes).

*Adaptive equipment may be needed for child to physically complete task.

READING - LANGUAGE ARTS
PRIMARY (LEVEL 2)
OBJECTIVES

WORD ATTACK SKILLS

1. Read basic sight words.
2. Provide rhyming word to model.

PHONETIC ANALYSIS SKILLS

1. Associate consonant sounds to letters.
2. Identify consonant in initial, final, and medial position.
3. Use consonant blends.
4. Use simple consonant digraphs. (th, wh, ng).
5. Recognize that the letters a, e, i, o, u, and y and combinations of these can represent different sounds.
6. Recognize short vowel sounds.
7. Read and spell regular one syllable words having a short vowel.

STRUCTURAL ANALYSIS

1. Recognize compound words.
2. Use contractions.
3. Recognize base (root) words and endings.
4. Use plurals.
5. Use possessive forms (apostrophy).
6. Use present, past, and future tense.
7. Recognize syllables.
8. Distinguish between complete and incomplete sentences.
9. Construct simple sentences: telling, asking.

COMPREHENSION SKILLS

These are based on pictures, orally presented materials, and written materials read aloud to the child.

1. Identify main ideas, characters, and descriptive words in stories and poems.
2. Distinguish reality from fantasy.
3. Use context clues to find details.
4. Determine sequence.
5. Derive meaning from punctuation: period, question mark, comma.
6. Match pictures with corresponding words, phrases, and sentences.

COMPREHENSION SKILLS (CONT'D)

7. Draw conclusions; predict outcome.
8. Use capitalization for proper nouns (names), first word in sentence, days of week.

WRITTEN SKILLS

* 1. Identify and/or write lower and upper case manuscript letters.
2. Match lower and upper case manuscript.
3. Recognizes and/or writes complete name.
4. Recognizes and/or copies phone number.
5. Recognizes and/or copies address.
6. Recognizes and/or copies date.
7. Fill in missing word.
* 8. Copy simple sentence.
* 9. Write simple sentence.
*10. Copy short paragraph.
*11. Copy simple friendly letter.

CREATIVE SKILLS

1. Listen to stories for enjoyment and information.
2. React to pictures and stories and relate to own experience.
3. React to mood of poems and stories.
4. See humor in situations.
5. Participate in developing experience charts.
6. Make an oral presentation. (ie: show and tell).
7. Dramatize stories read.
8. Illustrate stories read.
9. Tell a story previously read.

STUDY SKILLS

1. Follow simple instructions.
2. Show independence in work.
3. Accept responsibility for completion of work.
4. Show initiative in selecting picture books.
5. Care for books properly.
6. Alphabetize short lists of words using first letter (one word A-Z).
7. Classify by category (foods, clothing, shapes).

* Adaptive equipment may be needed for child to physically complete task.

READING - LANGUAGE ARTS
PRIMARY (LEVEL 3)
OBJECTIVES

WORD ATTACK SKILLS

1. Read Basic Sight Words.
2. Provide rhyming words.

PHONETIC ANALYSIS SKILLS

1. Use consonant sounds in initial, final and medial positions.
2. Use consonant blends and digraphs (ie: nk, ng, ch, th, wh).
3. Recognize that the letters a, e, i, o, u, and y combinations of these can represent different sounds.
4. Recognize short vowel sounds.
5. Recognize long vowel sounds.
6. Use dipthongs (ie: oi, ov, ou).
7. Identify long and short o͞o.

   Note: Pupils should learn that many familiar sight words are exceptions to the following generalizations.

8. Use short vowel generalization.
9. Use silent e generalization.
10. Use 2 vowels together generalization.
11. Use final vowel generalization.
12. Read and spell regular one syllable words.

STRUCTURAL ANALYSIS

1. Recognize compound words.
2. Use contractions.
3. Recognize root words and endings.
4. Use plurals.
5. Use possessive forms.
6. Use present, past, and future tense.
7. Distinguish syllables.
8. Recognize that a syllable is a word or part of a word in which a vowel sound is heard.
9. Recognize that in words of 2 or more syllables, one syllable is accented more than the other or others.
10. Distinguish prefixes, (ie: a, de, pre, un).

STRUCTURAL ANALYSIS (CONT'D)

11. Distinguish suffixes, (ie: less, ment, ful, est).
12. Distinguish homonyms, (ie: pair, pear).
13. Distinguish synonymes, (same, ie: gift-present).
14. Distinguish antonyms, (opposites, ie: low-high).
15. Distinguish between complete and incomplete sentences.
16. Construct simple sentences: telling, asking.
17. Recognize nouns, pronouns, action verbs.

COMPREHENSION SKILLS

These may be based on pictures, orally presented materials, and written materials read aloud to child.

1. Identify main ideas, characters, and descriptive words in stories and poems.
2. Distinguish reality from fantasy.
3. Use context clues to find details.
4. Determine sequence: event before and after.
5. Derive meaning from punctuation: period, question mark, comma.
6. Match pictures with corresponding words, phrases, and sentences.
7. Draw conclusions, predict outcome.
8. Use capitalization for proper nouns (names), first word in sentence, days of week, month, addresses, holidays.
9. Identify key words or phrases that indicate main idea (topic) in paragraphs.

WRITTEN SKILLS

* 1. Identify and write words in manuscript lower and upper case letters.
* 2. Identify and/or write words in cursive lower and upper case letters.
3. Identify and/or write name, phone number, and address.
4. Identify and/or write date.
5. Copy simple sentences in manuscript; in cursive.
6. Write sentences.
7. Write short paragraphs.
8. Write simple friendly letter.
9. Write endings for stories.
10. Write short stories, poems, with titles.
*11. Write simple book report.

CREATIVE SKILLS

1. Listen to stories for enjoyment and information.
2. React to pictures and stories and relate to own experience.
3. Recognize mood of poems and stories.
4. See humor in situation.
5. Dramatize stories read.
6. Illustrate stories read.
7. Tell a story previously read. (oral book reports)
8. Tell an original story.
9. Illustrate original story.

STUDY SKILLS

1. Follow direction.
2. Show independence in work.
3. Accept responsibility for completion of work.
4. Show initiative in selecting books.
5. Care for books properly.
6. Alphabetize words by first two letters.
7. Classify by category (ie: sports, transportation).
8. Use table of contents, page number, titles.
9. Use dictionary to find spelling and meaning of words.
10. Use glossary and indexes.

*Adaptive equipment may be needed for child to physically complete task.

READING - LANGUAGE ARTS
INTERMEDIATE (LEVEL 1)
OBJECTIVES

WORD ATTACK SKILLS

1. Read Basic Sight Words.
2. Use tactile clues.
3. Use context clues.

PHONETIC ANALYSIS SKILLS

1. Use consonant sounds in initial, final, and medial positions.
2. Use consonant blends and digraphs. (ie: nk, ng, ch, th, wh).
3. Recognize that the letters a, e, i, o, u, and y and combinations of these can represent different sounds.
4. Recognize short vowel sounds.
5. Recognize long vowel sounds.
6. Use dipthongs. (ie: oi, oy).
7. Identify long and short oo.

   Note: Pupils should learn that many familiar sight words are exceptions to the following generalizations.
8. Use short vowel generalizations.
9. Use silent e generalizations.
10. Use 2 vowels together generalization.
11. Use final vowel generalization.
12. Read and spell regular one syllable words.

STRUCTURAL ANALYSIS

1. Recognize compound words.
2. Use contractions.
3. Recognize root words and ending.
4. Use plurals.
5. Use possessive forms. (Introduce)
6. Use present, past, and future tense.
7. Distinguish syllables.
8. Use accent clues: note vowel sounds in syllable.
9. Use prefixes and suffixes.
10. Distinguish homonyms, (ie: pear, pair), synonyms, (ie: gift-present), antonyms, (ie: high, low).
11. Distinguish between complete and incomplete sentences.

STRUCTURAL ANALYSIS (CONT'D)

12. Construct sentences: telling, asking.
13. Use simple subjects and predicates.
14. Recognize nouns, pronouns, verbs, adverbs, adjectives.

COMPREHENSION SKILLS

1. Identify main ideas, characters, descriptive words, and phrases in stories and poems.
2. Recognize details that support main idea.
3. Follow sequence of ideas within a paragraph or story.
4. Recognize time and space relationships.
5. Organize own ideas in sequence.
6. Derive meaning from punctuation: period, question mark, comma.
7. Draw conclusions, predict outcome.
8. Use capitalization for proper nouns (names): first word in sentence, dates, addresses, holidays, titles.

WRITTEN SKILLS

* 1. Write or type using upper and lower case letters in cursive.
* 2. Write or type name, phone number, address, and date.
* 3. Copy or type sentences in cursive.
* 4. Write and/or type sentences.
* 5. Write and/or type short paragraphs.
* 6. Write or type letters: identify five parts of a letter. (heading, greeting, body, closing, signature).
* 7. Write endings for stories.
* 8. Write short stories, poems, with titles.
* 9. Write simple book reports.

CREATIVE SKILLS

1. Show initiative in group activity.
2. Use voice intonation appropriately. (if applicable)
3. Share in creative dramatics; role playing.
4. Illustrate stories read. (if applicable)
5. Write original stories and poems.
6. Identify with people and situations encountered in stories.
7. Oral book reports.

STUDY SKILLS

1. Follow directions.
2. Show independence in work.
3. Accept responsibility for completion and quality of work.
4. Use table of contents, page number, titles.
5. Alphabetize according to first different letter in word. (ie: word, world).
6. Use dictionary for spelling and meaning of words.
7. Use parts of a book for indexes, glossary, publisher and copywrite date.
8. Use reference materials: how books are organized, use of card catalog, use of key words and guide words.
9. Use encyclopedias, newspapers and magazines for locating information.

*Adaptive equipment may be needed for child to physically complete task.

READING - LANGUAGE ARTS
INTERMEDIATE (LEVEL II)
OBJECTIVES

WORD ATTACK SKILLS

1. Have basic sight word vocabulary.
2. Use context clues.

PHONETIC ANALYSIS SKILLS

1. Use consonant sounds in initial, final and medial positions.
2. Use consonant blends and digraphs. (ie: nk, ng, ch, th, wh).
3. Recognize that the letters a, e, i, o, u, and y combinations of these can represent different sounds.
4. Recognize short vowels.
5. Recognize long vowel sounds.
6. Use dipthongs. (ie: oi, oy).
7. Identify long and short oo.

   Note: Pupils should learn that many familiar sight words are exceptions to the following generalizations.

8. Use short vowel generalization.
9. Use silent e generalization.
10. Use 2 vowels together generalization.
11. Use final vowel generalization.
12. Read and spell regular one syllable words.

STRUCTURAL ANALYSIS

1. Recognize compound words.
2. Use contractions.
3. Recognize root words and endings.
4. Use plurals.
5. Use possessive forms.
6. Use present, past, and future tense.
7. Distinguish syllables.
8. Use accent clues: note vowel sounds in syllable.
9. Use prefixes and suffixes.
10. Distinguish homonyms, (ie: pear, pair), synonyms, (ie: gift, present), antonyms, (ie: high, low).

STRUCTURAL ANALYSIS (CONT'D)

11. Distinguish between complete and incomplete sentences.
12. Construct sentences.
13. Use simple subjects and predicates.
14. Recognize nouns, pronouns, verbs, adverbs, adjectives.

COMPREHENSION SKILLS

1. Identify main ideas, characters, descriptive words, and phrases in stories and poems.
2. Recognize details that support main idea.
3. Follow sequence of ideas within a paragraph or story.
4. Recognize time and space relationships.
5. Organize own ideas in sequence.
6. Derive meaning from punctuation: period, question mark, comma, exclamation point, quotation marks.
7. Draw conclusions, predict outcome.
8. Use capitalization for proper nouns (names), first word in sentence, titles, addresses, dates.
9. Introduce skim for information. (ie: find sentence that tells what sport Jim played).

WRITTEN SKILLS

1. Write or type words using upper and lower case in cursive.
2. Write or type name, phone number, address and date.
3. Copy or type sentences in cursive.
4. Write or type sentences and short paragraphs.
5. Write or type letters: identify five parts of a letter. (heading, greeting, body, closing, signature).
6. Write or type conversations.
7. Write or type endings for stories.
8. Write or type short stories and poems.
9. Summarize articles and short stories.
10. Write or type book reports.
11. Do reports in subject areas.
12. Do self corrections by proofreading.

CREATIVE SKILLS

1. Show initiative in group activity.
2. Use voice intonations to reflect the mood of the passage.
3. Share in creative dramatics, role playing.
4. Illustrate stories read.
5. Write original stories and poems.
6. Identify with people and situations encountered in stories.

STUDY SKILLS

1. Follow directions.
2. Show independence in work.
3. Accept responsibility for completion and quality of work.
4. Use table of contents, index, glossary.
5. Alphabetize according to first different letter in word. (ie: word, world).
6. Use dictionary for spelling and definitions.
7. Use reference materials: how books are organized, use of card catalog, use of key words and guide words.
8. Use newspapers, magazines, and encyclopedias for locating information.
9. Take notes from reading.
10. Outline steps in proper sequence for main and sub topics.

READING - LANGUAGE ARTS
JUNIOR HIGH GRADE 6
OBJECTIVES

WORD ATTACK SKILLS

1. Have basic sight word vocabulary.
2. Use context clues.

PHONETIC ANALYSIS SKILLS

1. Use consonant sounds in initial, final and medial positions.
2. Use consonant blends and digraphs. (ie: nk, ng, ch, th, wh).
3. Recognize that the letters a, e, i, o, u, and y combinations of these can represent different sounds.
4. Recognize short and long vowel sounds.
5. Use dipthongs. (ie: oi, oy).

   Note: Pupils should learn that many familiar sight words are exceptions to the following generalizations.

6. Use short vowel generalization.
7. Use silent e generalization.
8. Use 2 vowels together generalization.
9. Use final vowel generalization.
10. Read and spell regular two syllable words.

STRUCTURAL ANALYSIS

1. Recognize compound words.
2. Use contractions.
3. Recognize root words and endings.
4. Use plurals.
5. Use possessive forms.
6. Use present, past, and future tense.
7. Distinguish syllables.
8. Use accent clues; note vowel sounds in accented syllable.
9. Use prefixes and suffixes.
10. Distinguish homonyms, (ie: pear, pair), synonyms, (ie: gift,present), antonyms, (ie: high, low).
11. Distinguish between complete and incomplete sentences.
12. Construct sentences.
13. Use simple subjects and predicates.
14. Recognize nouns, pronouns, verbs, adverbs, adjectives.

STUDY SKILLS

1. Follow directions.
2. Show independence in work.
3. Accept responsibility for completion and quality or work.
4. Use table of contents, index, glossary, and footnotes.
5. Alphabetize according to first different letter in word. (ie: word, world).
6. Use dictionary for spelling and definitions.
7. Use reference materials: how books are organized, use of card catalog, use of key words and guide words.
8. Use encyclopedia, newspapers and magazines for locating information.
9. Take notes from reading.
10. Outline steps in proper sequence for main and sub topics.

COMPREHENSION SKILLS

1. Identify main ideas, characters, descriptive words, and phrases in stories and poems.
2. Recognize details that support main idea.
3. Follow sequence of ideas within a paragraph or story.
4. Recognize time and space relationships.
5. Organize own ideas in sequence.
6. Derive meaning from punctuation: period, question mark, comma, exclamation point, quotation marks.
7. Draw conclusions, predict outcome.
8. Use capitalization for proper nouns (names), first word in sentence, titles, addresses, dates.
9. Introduce skim for information. (ie: find sentence that tells what sport Jim played).

WRITTEN SKILLS

1. Write or type words using upper and lower case letters in cursive.
2. Write or type name, phone number, address, and date.
3. Copy or type sentences in cursive.
4. Write or type sentences and paragraphs.
5. Write or type personal and business letters. (ie: requesting information and/or materials).
6. Write or type conversations.
7. Write or type endings for stories.
8. Write or type short stories and poems.
9. Summarize articles and stories.
10. Write or type short stories and poems.
11. Do reports in subject areas.
12. Do self correction by proofreading.

CREATIVE SKILLS

1. Read poems, play parts.
2. Dramatize and illustrate stories read.
3. Present oral book report.
4. Relate stories or reviews to the group.
5. Compose original stories about personal experience or contemporary situations.
6. Give short informational speeches.

READING - LANGUAGE ARTS
JUNIOR HIGH GRADES 7-8
OBJECTIVES

WORD ATTACK SKILLS

1. Have basic sight word vocabulary.
2. Use context clues.
3. Use phonetic skills for word identification.

PHONETIC ANALYSIS SKILLS

1. Use consonant sounds in initial, final, and medial positions.
2. Use conconant blends and digraphs. (ie: nk, ng, ch, th, wh).
3. Use vowel combinations/digraphs and dipthongs. (ie: nk, ng, ch, th, wh).
4. Recognize short and long vowel sounds.

STRUCTURAL ANALYSIS

1. Use compound words and contractions.
2. Recognize roots and affixes.
3. Use plurals and possessive forms.
4. Use present, past, and future tense.
5. Use inflections. (when applicable)
6. Distinguish syllables and use patterns of accents.
7. Distinguish syllables and use patterns of accents.
7. Distinguish homonyms, (ie: pear, pair), synonyms, (ie: gift, present), antonyms, (ie: high, low).
8. Distinguish between complete and incomplete sentences.
9. Construct sentences.
10. Use simple and compound subjects and predicates.
11. Recognize parts of speech: noun, pronoun, verb, adverb, adjective, conjunction, preposition, and interjection.
12. Diagram simple sentences.

COMPREHENSION SKILLS

1. Identify main idea: topic sentence.
2. Find subordinate ideas of the main idea in the selection.
3. Deal effectively with a time sequence.
4. Derive meaning from punctuation and capitalization of a selection.
5. Identify the nouns to which pronouns refer.
6. Identify the grammatical elements of structure of the selection.
7. Identify the tone, mood, atmosphere of the selection.
8. Draw conclusions, predict outcome.

COMPREHENSION SKILLS (CONT'D)

9. Skim for information. (ie: find sentence that tells what sport Jim played.)
10. Distinguish between fact, fiction, and opinion.
11. Note propaganda words in advertisements.
12. Recognize relationships: cause and effect, time and place, classification, deliniation of character and role playing.

WRITTEN SKILLS

1. Write or type name, address, phone number and date.
2. Write or type sentences and paragraphs.
3. Write or type and send personal and business letters. (ie: requesting information and/or materials).
4. Write or type conversations.
5. Write or type endings for stories.
6. Write or type an essay by organizing paragraphs to develop a topic.
7. Write or type short stories and poems.
8. Summarize articles and [illegible]ies.
9. Write or type book reports.
10. Do reports in subject area.
11. Do self correction by proofreading.
12. Complete a job application.

CREATIVE SKILLS

1. Give informational and demonstrational speeches.
2. Read poems; play parts.
3. Dramatize and illustrate stories or plays.
4. Present oral book report.
5. Relate stories or reviews to the group.
6. Compose original stories or poems about personal experiences or contemporary situations.

STUDY SKILLS

1. Follow directions.
2. Show independence in work.
3. Accept responsibility for completion and quality of work.
4. Use table of contents, index, glossary, and footnotes.
5. Alphabetize according to first different letter in word. (ie: word, world).

STUDY SKILLS (CONT'D)

6. Use dictionary for spelling and definitions.
7. Use reference materials: how books are organized, use of card catalog, use of key words and guide words.
8. Use encyclopedias, newspapers and magazines for locating information.
9. Organize ideas in outline form.
10. Take notes from reading, lecture.
11. Self correction of homework and classwork.

Resource

B.E.C. Language Arts Curriculum NSSEO
District 25 Language Arts Curriculum.

MATHEMATICS

Math programs are individualized and are structured to include skills and concept development. A multi-text program has been adapted for the school to meet the needs of the students.

This guide should be viewed as the minimum content to be covered. The teachers should feel free to expand on any unit and provide enrichment when necessary. Do not assume that students have mastered the materials presented previously. Although not specifically mentioned in the guide, periodic review and reteaching will be necessary.

Primary: (first and second levels)
In the primary classroom, the focus is manipulative. Manipulative activities are designed to help students progress from hands on association of quantities to a more abstract representation of numerals and sets. Students are assisted by many techniques to develop the processes of addition and subtraction. Students also develop basic understandings of physical properties such as shape, space and quantity. Place value and counting skills are introduced as they are able to acquire this information.

Intermediate: (first and second level) and junior high: (sixth, seventh and eighth grade)
The focus of the program at the intermediate and junior high level is basic math processes (+, -, x, ÷); also important are concepts of money and time. After basic operations are mastered, the focus is work problems. Place value is mastered at this level. A basic understanding of decimals and fractions is needed at this level.

These objectives have been chosen to coordinate with the districts' math objectives. If students achieve these skills, they are more able for integration into regular class situations with confidence. At this time, mainstreaming in a regular class is initiated if behavior is appropriate.

Resources

Mathematics Curriculum Source Credits: District 54 Mathematics Curriculum Guides (Kdg. - Jr. H.S.).

Behavior Education Center: Math Curriculum, NSSEO.

MATH

PRE-SCHOOL/KINDERGARTEN

READINESS OBJECTIVES

SETS, NUMBERS, NUMERATION

1. Identify numerals 0-10.
2. Demonstrate 1 - 1 correspondence.
3. Match the numeral with an equal number of objects (0-10).
* 4. Write the numerals 0-10 if possible.
5. Count by rote to 10.
6. Ordinal numbers 1 to 3.

OPERATIONS AND PROPERTIES

1. Add, using concrete objectives, to five.
2. Subtract, using concrete objectives, to five.

MEASUREMENT AND GEOMETRY

1. Compare (classify) three objects in terms of size (larger than, smaller than, largest, smallest).
2. Compare (classify) three or more objects in terms of height (taller than, shorter than, tallest, shortest).
3. Compare (classify) length of three or more ojbects (longer, than, shorter than, longest, shortest).
4. Name the days of the week. Read the calendar.
5. Identify that clocks are used for telling time.
6. Identify and name; penny, nickel.
7. Identify a circle and objects that are circular.
8. Identify a square and objects that are square shaped.
9. Identify various types of triangles and objects that are triangular.
10. Identify a rectangle and objects that are rectangular.

PROBLEM SOLVING AND APPLICATION

1. Identify and name objects "in the middle" or "between" two other objects.
2. Identify objects that are "inside", "on", or "outside" another object.
3. Identify objects "above" and "below".
4. Identify an objects moving in a left-to-right direction.
5. Identify an object that is "left" of another object.
6. Identify an object that is "right" of another object.
7. Identify a group of objects as less than or greater than.

* Adaptive equipment may be needed for child to physically complete task.

MATH

PRIMARY LEVEL I

OBJECTIVES

SETS, NUMBERS, AND NUMERATION

1. Use one to one matching to identify equivalent sets.
2. Compare sets in terms of more than, fewer than, as many as.
3. Identify - numerals: 0-5, 6-10, 11-19, 20-50.
4. Count - numerals: 0-5, 6-10, 11-19, 20-50.
5. Read - numerals: 0-5, 6-10, 11-19, 20-50.
* 6. Write - numerals: 0-5, 6-10, 11-19, 20-50.
7. Order is more than, is less than.
8. Use ordinal numbers, 1-5.

OPERATIONS AND PROPERTIES

1. Recognize the operational symbol + and the word "and" or "plus".
2. Add, using concrete objects to 5, to 10, to 18.
3. Recognize the operational symbol - and the word "minus" or "take away".
4. Subtract, using the concrete objects: 5 or less, 10 or less, 18 or less.
5. Use 0 in addition and subtraction.
6. Recognize the operational symbol =.
7. Use +, -, = signs in a equation.

MEASUREMENT AND GEOMETRY

1. Compare objects in terms of length, height and temperature.
2. Identify instruments of measurement: ruler, clock, thermometer.
3. Measure to the nearest inch and centimeter.
4. Tell time: to the nearest hour.
5. Read a calendar.
6. Identify and name: penny, nickel, dime and quarter.
7. State value of collection of coins. (<10).
8. Make change from a nickel, dime.
9. Identify and name a square, rectangle, triangle and circle.

PROBLEM SOLVING AND APPLICATION

1. Use addition and subtraction to solve short word problems.
2. Relate time to various routine events in the day, i.e., lunch. going home, therapy schedule.

* Adaptive equipment may be needed for child to physically complete task.

MATH

PRIMARY LEVEL 2

OBJECTIVES

SETS, NUMBERS, NUMERATION

1. Identify - numerals to 100.
2. Count - numerals to 100.
3. Read - numerals to 100.
* 4. Write - numerals to 100.
5. Order numerals less than (<), greater than (>), to 100.
6. Identify the 1's, 10's, 100's in a numeral to 100.
7. Express two-digit and three-digit numerals in expanded notation.
8. Use ordinal numbers 1-12.
9. Introduce odd and even numbers to 20.
10. Skip count: by 2's, 5's.
11. Identify objects or sets divided into equal parts.
12. Identify and name unit fractions from physical representations: 1/2, 1/3, 1/4.

OPERATIONS AND PROPERTIES

ADDITION

1. Recognize the operational symbol + and the word "plus".
2. Complete addition facts to 5, to 10, to 18.
3. Add two-digit numerals, no regrouping.
4. Introduce - add two-digit numerals, with regrouping.

SUBTRACTION

5. Recongize the operational symbol - and the word "minus".
6. Subtract sums less than 10.
7. Subtract two-digit numerals, no regrouping.
8. Use 0 in addition and subtraction.
9. Solve a missing addend problem.
10. Use +, -, = signs in an equation.

MULTIPLICATION

11. Recognize the operational symbol x, and the word "times".
12. Recognize multiplication as repeated addition.

MEASUREMENT AND GEOMETRY

1. Measure to the nearest inch and half inch.
2. Measure to the nearest centimeter and meter.
3. Measure perimeter by counting the number of inches or centimeters around a figure.
4. Measure capacity to the nearest cup, pint, quart, half gallon, and gallon.
5. Measure mass to the nearest ounce, pound, gram, and kilogram.
6. Relate temperature to various situations: hot/cold, cool/warm.
7. Tell and record time to the nearest hour and half hour.
8. Relate time to carious events.
9. Read a calendar.
* 10. Write the date.
11. Identify and name: penny, nickel, dime, quarter and dollar.
12. Determine value of a collection of coins: to $1.00.
13. Make change: from a dime, quarter, or combination of these coins, based on level of computation.
14. Identify and name a square, rectangle, circle, and triangle.

PROBLEM SOLVING AND APPLICATIONS

1. Solve short word problems requiring addition/subtraction.
* 2. Write equations for short word problems, based on level of computation and topics covered.
3. Complete patterns, i.e., picture patterns and number patterns.

MATH

PRIMARY LEVEL 3

OBJECTIVES

SETS, NUMBERS, NUMERATION

1. Identify - numerals to 1000.
2. Count - numerals to 1000.
3. Read - numerals to 1000.
4. Write - numerals to 1000.
5. Order numerals less than (<), greater than (>), to 1000.
6. Identify the 1's, 10's, 100's, 1000's in a numerals to 1000.
7. Express two- and three-digit numeral in expanded notation.
8. Use ordinal numbers through 10th.
9. Skip count by 2's, 4's, 5's, 10's, 100's, etc.
10. Round off numbers to the nearest 10 and 100.
11. Identify odd and even numbers.
12. Identify and name unit fractions from physical representations: 1/2, 1/3, 1/4, 1/6, 1/8.

OPERATIONS AND PROPERTIES

ADDITION

1. Compute addition facts to 20.
2. Add two- and three-digit numerals, no regrouping.
3. Add two- and three-digit numerals, with regrouping.
4. Add three addends, with regrouping. (no more)
5. Estimate sums.

SUBTRACTION

6. Subtract sums less than 20.
7. Subtract two- and three-digit numerals, no regrouping.
8. Subtract two-digit numerals, with regrouping.
9. Solve for missing part of an addition or subtraction equation.

OPERATIONS AND PROPERTIES (CON'T)

MULTIPLICATION

10. Recognize a multiplication situation.
11. Recognize the operation symbol x and the word "times".
12. Recognize multiplication as repeated addition.
13. State multiplication facts: through 10 x 10 (vertical form).
14. Use 0 in multiplication.
15. Use 1 in multiplication.
16. Compute one-digit multiplication, no regrouping.
17. Multiply by 10.

DIVISION

18. Recognize operation symbol ÷ and the word "divide".
19. Recognize dividion as repeated subtraction.
20. Compute division problem to 81.
21. Compute one-digit division with two-digit quotient.
22. Recognize that 0 ÷ N = 0.
23. Recognize that N ÷ 1 = N.
24. Use x, ÷, = signs in an equation.
25. Transcribe x and ÷ problems from a verbal direction.

MEASUREMENT AND GEOMETRY

1. Measure to nearest inch, half-inch, and fourth-inch.
2. Measure to the nearest centimeter, decimeter, meter.
3. Measure perimeter by counting the number of inches or centimeters around a figure.
4. Measure area by counting square centimeters and square inches.
5. Measure mass to the nearest ounce, pound, gram, and kilogram.
6. Measure capacity to the nearest liter, milliliter, cup, pint, quart, half-gallon, and gallon.
7. Tell and record time to the nearest hour, half hour.
8. Relate time to various events.
9. Read a thermometer above and below 0: C and F.
10. Relate temperature to various situations: C and F.
11. Read a calendar.
12. Write the date, i.e., January 2, 1978.

MEASUREMENT AND GEOMETRY (CON'T)

13. Determine value of money to $5.00.
14. Make change from $5.00 or less.
15. Identify and name three-dimensional figures: ball (sphere), can (cylinder), box (rectangular prism), cube, tent (pyramid), and cone.
16. Identify and name a square, triangle, rectangle, circle.

PROBLEM SOLVING AND APPLICATION

1. Solve word problems based on level of computation and topics covered.
2. Write equations for word problems based on level of computation and topics covered.
3. Record data and draw conclusion.
4. Complete patterns, i.e., picture pattern and number patterns.

MATH

Intermediate Level 1 - OBJECTIVES

SETS, NUMBERS, NUMERATION

1. Identify - two through five digit numerals to 10,000.
2. Count - two through five digit numerals to 10,000.
3. Read - two through five digit numerals to 10,000.
4. Write - two through five digit numerals to 10,000.
5. Order numerals less than (<), greater than (>), to 10,000.
6. Identify the 1's, 10's, 100's, etc. (place value).
7. Express numerals in expanded notation.
8. Use any ordinal numbers to 100th.
9. Round off a number to nearest 10, 100, 1000, 10,000.
10. Identify any odd and even number.
11. Identify roman numerals I, V, X.

FRACTIONS AND DECIMALS

12. Introduce and name fractions and mixed numerals from physical representations.
13. List sets of equivalent fractions.
14. Introduce fractions with like denominators.
15. Introduce fractions with unlike denominators.
16. Recongize forms of "one" expressed as a fraction.
17. Rename mixed numerals: such as 5 5/4 = 6 1/4.
18. Introduce a fraction and decimal with a physical representation to 1/10.
19. Read decimal numerals in 1/10's.
20. Write decimal numerals in 1/10's.
21. Compare decimal numerals in 1/10's.

OPERATIONS AND PROPERTIES

ADDITION AND SUBTRACTION

1. Solve any addition problem, two or more addends.
2. Estimate sums.
3. Solve any subtraction problems.
4. Estimate differences.
5. Solve for any part of an addition or subtraction equation.

OPERATIONS AND PROPERTIES (CON'T)

MULTIPLICATION AND DIVISION

6. Recognize the operational sumbol x and the word "times".
7. State multiplication facts through 10 x 10.
8. Use 0 and 1 in multiplication.
9. Compute one-digit multiplication, with and without regrouping.
10. Compute two-digit multiplication, with and without regrouping.
11. Multiply by 10 and 100.
12. Estimate products.
13. Recognize operational symbol ÷ and the word "divide". (Partitioning of sets from a physical or pictorial representation).
14. Recognize division as repeated subtraction.
15. State division facts less than 100.
16. Compute one and two-digit division: two- or three-digit quotient.
17. Recognize that $0 \div N = 0$ and $N \div 1 = N$.
18. List the multiples of 2, 5, 10.
19. Transcribe multiplication and division problems from a verbal direction.

FRACTIONS AND DECIMALS

20. Add and subtract fractions (of like demoninators).
21. Add decimal numbers up to 1/10.
22. Subtract decimal numbers to 1/10.

MEASUREMENT AND GEOMETRY

1. Measure to the nearest inch, half-inch, fourth-inch, and eighth-inch.
2. Measure to the nearest millimeter, centimeter, decimeter, and meter.
3. Use the mile to describe longer distances.
4. Draw a line for a given length to 1/8 inch.
5. Measure perimeter.
6. Determine areas of squares and rectangles.
7. Describe that a diagonal of a square or rectangle cuts the area in half.
8. Measure capacity to the nearest liter, milliliter, cup, pint, quart, fluid ounce, half gallon, gallon, teaspoon, and tablespoon.

MEASUREMENT AND GEOMETRY (CON'T)

9. Measure mass to the nearest ounce, pound, gram, kilogram.
10. Read a thermometer and relate temperature to situations.
11. Identify and name: radius, diameter, parallel lines, perpendicular lines and rectangles.
12. Identify congruent and similar figures.
13. Identify a line of symmetry.

PROBLEM SOLVING AND APPLICATION

1. Solve word problems using +, -, x, ÷.
2. Write equations for word problems.
3. Interpret and/or construct bar, line, circle and picture graphs.
4. Record data and draw conclusions.
5. Complete patterns, i.e., pictures and number patterns.

MATH

Intermediate Level 2 - OBJECTIVES

SETS, NUMBERS, NUMERATION

1. Identify - any numeral through 6 digits.
2. Count - any numeral through 6 digits.
3. Read - any numeral through 6 digits.
4. Write - any numeral through 6 digits.
5. Order numerals less than (<), greater than (>), to 6 digits.
6. Identify the 1's, 10's, 100's, etc.
7. Express numerals in expanded notation.
8. Express 10, 100, 1000, etc. in exponential form, i.e., $100 = 10^2$.
9. Determine the value of numbers written in squared form. ($4^2 = 4 \times 4 = 16$, $3^3 = 3 \times 3 \times 3 = 27$).
10. Round off any numeral to 4 digits.
11. Identify roman numerals I, V, X, L, C, M.

FRACTIONS AND DECIMALS

12. Identify and name fractions, improper fractions or mixed numerals from physical representations.
13. Identify and name equivalent fractions from physical representations.
14. List sets of equivalent fractions.
15. Compare fractions, like and unlike denominators.
16. Express a fraction in lowest terms.
17. Recognize forms of "one" expressed as a fraction.
18. Express an improper fraction as a mixed numeral and the reverse.
19. Rename fractions to mixed numerals.
20. Read decimal numerals: (10ths, 100ths).
21. Write decimal numeral, showing place value from a fraction or mixed numeral to the reverse: (10ths, 100ths).
22. Compare decimal numerals: (10ths, 100ths).

OPERATIONS AND PROPERTIES

ADDITION AND SUBTRACTION

1. Solve any addition problems, two or more addends.
2. Estimate sums.
3. Solve any subtraction problem.

OPERATIONS AND PROPERTIES (CON'T)

4. Estimate differences.
5. Solve for any part of an addition or subtraction equation.

MULTIPLICATION AND DIVISION

6. State multiplication facts through 10 x 10.
7. Compute one, two and three digit multiplication with and without regrouping.
8. Multiply by 10 and 100.
9. Estimate products.
10. State division facts less than 100.
11. Compute one digit division, with and without remainders.
12. Compute two digit division: divisor a multiple of 10, with and without remainders.
13. Compute two digit division: two or three digit quotients, with and without remainders.
14. Estimate quotients.
15. Recognize that $0 \div N = 0$ and $N \div 1 = N$.
16. List the multiples through 10.

FRACTIONS AND DECIMALS

17. Find the least common denominator of two fractions.
18. Add and subtract fractions and mixed numerals with like denominators (no regrouping in subtraction).
19. Add and subtract fractions with unlike denominators.
20. Rename mixed numerals.
21. Multiply a whole number and a fraction.
22. Add decimal numerals.
23. Subtract decimal numerals.
24. Multiply decimal numerals to 1/100.

MEASUREMENT AND GEOMETRY

1. Measure to the nearest inch, half inch, fourth inch, and eighth inch.
2. Measure to the nearest millimeter, centimeter, decimeter, and meter.
3. Use the mile to describe longer distances.
4. Draw a line segment of a given length.
5. Determine a perimeter.
6. Determine area of squares and rectangles, English and metric, given a diagram with dimensions.

MEASUREMENT AND GEOMETRY (CON'T)

7. Describe that a diagonal of a square or rectangle cuts the area in half.
8. Informally determine volume by counting cubic units.
9. Measure capacity to the nearest liter, milliliter, cup, pint, quart, fluid ounce, half gallon, gallon, teaspoon and tablespoon.
10. Measure mass to the nearest ounce, pound, gram and kilogram.
11. Make conversions within the English system, i.e., 16 oz. = 1 lb.
12. Make concersions within the metric system, i.e., 100 cm = 1 m.
13. Tell and record time.
14. Read a thermometer above and below 0: C and F, and relate temperature to situations.
15. Read a calendar and write the date, i.e., January 2, 1978.
16. Determine the value of money.
17. Make change from $100.00 or less.
18. Identify and name three-dimensional figures; sphere, cube, cylinder, box, pyramid and cone.
19. Identify and name parallel, intersecting and perpendicular lines.
20. Identify and name a triangle as a three sided figure; a quadrilateral as a four sided; a pentagon as five sided; a hexagon as six sided; a heptagon as seven sided; and an octagon as eight sided.
21. Identify and name squares, circles, rectangles and parallelograms.
22. Identify and name the radius and diameter of a circle.
23. Identify congruent and similar figures.

PROBLEM SOLVING AND APPLICATION

1. Solve practical problems.
2. Write equations for word problems, (based on level of computation and topic covered).
3. Interpret and/or construct bar, line, circle, and picture graphs.
4. Record data and draw conclusions.
5. Complete patterns.
6. Solve equations which contain parentheses.
7. Compete averages of two digit numbers.

MATH

JUNIOR HIGH GRADES 6-8

OBJECTIVES

SETS, NUMBERS, NUMERATION

1. Identify - any numeral through 7 digits.
2. Count - any numeral through 7 digits.
3. Read - any numeral through 7 digits.
4. Write - any numeral through 7 digits.
5. Order numerals less then (<), greater than (>), through 7 digits.
6. Identify the 1's, 10's, 100's, etc., through 7 digits.
7. Express numerals in expanded notation.
8. Express 10, 100, 1000, etc., in expontential form (10^1, 10^2, 10^3).
9. Determine the value of numbers written in expontential form.
10. Express a 7 digit number in expanded notation using exponents.
11. Round off any numeral to any given place.
12. Name the prime and composite numbers through 100.
13. Identify roman numerals I, V, X, L, C, M.

FRACTIONS AND DECIMALS

14. Identify and name fractions, improper fractions or mixed numerals from physical representations.
15. List sets of equivalent fractions.
16. Compare any fractions, like and unlike denominators.
17. Express a fraction in lowest terms.
18. Recognize forms of "one" expressed as a fraction.
19. Express any whole number as a fraction.
20. Express an improper fraction as a mixed numeral and the reverse.
21. Rename numerals: such as 5 5/4 = 6 1/4.
22. Associate a fraction and decimal with a physical representation (10's, 100's, 1000's).
23. Express a decimal numeral in expanded notation to power of 10 (place value).
24. Read and write decimal numerals (10's, 100's, 1000's).
25. Compare decimal numerals (10's, 100's, 1000's).

OPERATIONS AND PROPERTIES

ADDITION AND SUBTRACTION

1. Solve any addition problem, two or more addends.
2. Estimate sums.
3. Solve any subtraction problem.
4. Estimate differences.

MULTIPLICATION AND DIVISION

5. State multiplication facts through 10 x 10.
6. Solve any multiplication problem (any 3 whole numbers).
7. Estimate products.
8. State division facts less than 100.
9. Solve any division problem with and without remainders (3 digits divisors).
10. Estimate quotients.
11. Recognize that $N \div 0 = 0$.
12. List the multiples of a given number.
13. Find the least common multiple of two numbers.

FRACTIONS AND DECIMALS

14. Find the least common denominators of two fractions.
15. Add and subtract fractions and mixed numerals with like denominators.
16. Add and subtract fractions and mixed numerals with unlike denominators.
17. Subtract mixed numerals with regrouping.
18. Multiply a whole number and a fraction.
19. Divide a whole number by a fraction.
20. Add decimal numerals (decimals to tenths and hundredths).
21. Subtract decimal numerals (to tenths and hundredths).
22. Multiply decimal numerals (to tenths and nundredths).
23. Divide a decimal numeral by a whole number.
24. Express a percent as a fraction and a decimal, and the reverse.

MEASUREMENT AND GEOMETRY

1. Measure to the nearest inch, half inch, fourth inch, eighth inch, sixteenth inch (M 1/8).
2. Measure to the nearest millimeter, centimeter, decimeter, and meter.
3. Use the mile and kilometer to describe longer distances.
4. Draw a line for a given length up to 1/8".
5. Determine perimeter (English and metric given a diagram with dimensions or the formula).
6. Determine areas of squares, rectangles, triangles, (English and metric given a diagram with dimensions or the formula).
7. Describe that a diagonal of a square or rectangle cuts the area in half.
8. Determine the surface area of figures by counting units.
9. Measure capacity to the nearest liter, milliliter, cup, pint, quart, fluid ounce, half gallon, gallon, teaspoon, and tablespoon (pint, quart, gallon).
10. Make conversions within the English system.
11. Make conversion within the metric system.
12. Use the appropriate symbol of the metric system.
13. Read a thermometer (C and F).
14. Relate temperature to various situations.
15. Determine value of money (any combination of coins and bills).
16. Make change (from any amount of money).
17. Compare measures of length, area, volume, capacity, temperature, money, time.
18. Estimate various measurements.
19. Measure angles using a protractor.
20. Perform computations using measurements.
21. Identify and name:

sphere	pyramid	circle
cylinder	cone	radius
cube	point	diameter
box	line	
parallel lines	perpendiculat lines	
triangle	square	pentagon
right triangle	rectangle	hexagon
equilateral triangle	parallelogram	octogan
	trapedzoid	
angle	right angle	open curve
vertex	acute angle	closed curve
diagonal	obtuse angle	

MEASUREMENT AND GEOMETRY (CON'T)

22. Identify congruent and similar figures.
23. Identify and name a line of symmetry.
24. Give an ordered pair to locate a position on a grid.

PROBLEM SOLVING AND APPLICATION

1. Solve practical word problems (based on level of computation and topics covered).
2. Write equations for word problems.
3. Interpret and/or construct bar, line, circle, and picture graphs.
4. Record data and draw conclusions.
5. Complete patterns.
6. Compute averages.

Resources

Behavior Education Center - Mathematics Curriculum, NSSEO.

District 25 - Mathematics Curriculum.

SCIENCE

INTRODUCTION

The physically handicapped child does perceive the world around him/her. His/her powers of observation and curiosity are not limited, he/she becomes aware of certain forces at work within his/her environment. When matter of science fall within the childs direct experiences and interest, every effort should be made to expand his/her knowledge. Therefore, science deserves a place in the curriculum for the physically handicapped.

SCIENCE
PRE-SCHOOL/KINDERGARTEN
READINESS

I. SPACE

1. Determine whether an object is up or down or is moving up or down by observing, describing, estimating and comparing objects in different positions.
2. Determine whether an object or space is large or small as compared with another object or space.
3. Determine whether an object is short or long by identifying equal and nonequal lengths, by actually (or mentally) superimposing one object over another, or by gauging which one takes up more space when seen against a third object longer than either of the two being compared.
4. Identify equal and nonequal lengths by superimposing one object over the other.
5. Determine which one takes up more space when seen against a third object taller than either.
6. Determine whether an object or direction is space is straight or curved by comparing its contours or path with a standard.

II. TIME

1. Distinguish between short and long time intervals in two kinds of events - where the same object or process is observed to change, and where different objects or processes are compared.
2. Compare speed of objects and events.
3. Identify a set of events as occuring within one day (working, eating, playing and sleeping).
4. Name the days of the week in order.
5. Distinguish between time intervals shorter or longer than a week.
6. Identify a year as a long time compared to a day or week.
7. Name the seasons of the year and associate them with characteristics of each.
8. State their age on the next birthday.
9. Name examples of change in themselves and other living things associated with growth over a year's span.
10. Identify major growth changes in animals and plants and associate these with the passing of time.
11. Distinguish between the young and old of the same kind of organism.
12. Arrange a series of related events in logical sequence.

III. ENERGY

1. Identify and describe certain forces as pushes and pulls.
2. Identify the movement of a falling object as a drop and that of a fising object as a lift.
3. Describe how some form of energy is required to make objects lift and drop.
4. Name some of the forces causing objects to be lifted (muscles and machines).
5. Distinguish between a change in the posisiton of an object as motion and no change as no motion, or rest.
6. Compare and judge which of two sounds is quiet and which is loud.
7. Produce sounds in a variety of ways that are quiet and loud compared to each other.
8. Locate the source of movement producing the sound (movement of muscles, machines, moving air).

IV. MATTER

1. Name the three primary colors: yellow, red, blue.
2. Mix the primary colors to make the secondaries: orange, green and purple.
3. Identify the following colors by sight: yellow, orange, red, purple, blue and green.
4. Identify other colors as being similar to (a shade of) one of the primary colors.
5. Rank common objects from hard to soft using the sense of touch.
6. Distinguish solids from liquids by sorting them into two groups.
7. Identify and name some common substances in their liquid and solid states.
8. Demonstrate how to change some liquids to solids by freezing and some solids to liquids by melting.
9. Compare height to objects by lifting them to determine whether they are light or heavy.
10. Estimate the relative weight of objects by judging their sizes and the substances from which they are made.
11. Identify and name at least one characteristic of living things.
12. Sort objects into categories of living and nonliving things, based on characteristics they can observe.

MATTER (CON'T)

13. Identify major animal groupings (zoo, farm, jungle, pets).
14. Identify the sounds of major animals studied.
15. Describe objects without seeing them by observing their taste, smell and touch.
16. Infer the identify of an object from non-visual observations.
17. Distinguish between rough and smooth and soft and hard objects.
18. Identify locomotion and feeding as characteristics common to most animals.
19. Sort objects into categories of animals, living-but-not-animals, and nonliving things on the basis of characteristics they can observe.
20. Identify green coloration, food-making, and inability to move about as characteristics common to most plants.
21. Sort objects into categories of plants, animals and nonliving things.
22. Recognize that plants are living things by describing how some familiar types show sensitivity to their environment, reproduce and carry out other life processes.

SCIENCE
PRIMARY
LEVEL 1

I. SPACE

A. Locating Objects

1. Observe and describe apparent changes in the size of an object at various distances.
2. Estimate whether a known object is near or far by observing its apparent size.
3. Infer which of two identical objects is nearer by comparing their apparent sizes.
4. Recognize and describe the overlap of objects located in the same line of sight but at different distances from the viewer.
5. Infer which objects of a group are near and which are far by observing overlap.
6. Predict which of two objects will be obscured when one object is placed behind another.
7. Observe, describe and compare the alignment of the sight lines to various objects that are near or far.
8. Infer that an object is far if the sight lines to the object are nearly parallel and near if they converge.
9. Predict whether an object is near or far by observing the paths formed by the sight lines.

B. Measuring Distance

10. Describe and demonstrate how to measure and compare the distance between themself and an object using string, sticks, or other linear devices.
11. Distinguish several physical dimensions of an object, such as its length, width and girth.
12. Demonstrate a method of measuring which uses an object such as a hand, a ruler, a piece of string, or a wheel as a standard of length to which other lengths can be compared.
13. Measure body dimensions by several methods.
14. Compare their own dimensions with those of other students.

SPACE (CON'T)

C. Units of Measure

15. Demonstrate that they can use a familiar object as a standard measurement.

16. Communicate dimensions in standard units so that another person can recognize the object, distance, or amount of space being described.

17. Estimate whether an object is large, small, high, or low by comparing the object with a known reference object.

D. Standard Measures

18. Select a variety of objects that can serve as standard units for making measurements. Measure, compare, and communicate dimensions by using standard units.

19. Demonstrate how the same unit can be used repeatedly, or in multiples, to measure a large dimension.

E. Matter Occupies Space

20. Demonstrate that an object occupies space.

21. State that two objects cannot occupy the same place at the same time.

22. Predict which of several materials will fit into spaces within a substance.

23. State that the space occupied by one object may be filled by another after the first object has been removed.

II. TIME

A. Order of Events

1. Arrange a series of related events in a logical sequence.

2. Infer the time span of an event by observing the amount and kind of change that occurred during the event.

TIME (CON'T)

B. Comparing Times

3. Predict which of two events will take longer to complete
4. Rank a series of events by the time required to complete each.

C. Measuring Short Time

5. Compare two events to determine which takes longer.
6. Distinguish an event that occurs regularly from one that does not.
7. Name some events that are regular and some that are not.

D. Measuring Longer Times

8. Identify a month as a longer time than a week, and a year as a longer time than a month.
9. Compare the time spent in familiar activities in days, weeks and months.
10. Estimate and compare lengths of time intervals, using events associated with seasons, holidays, and birthdays.
11. State whether a clock or a calendar is most appropriate to measure a short or long period of time.

III. ENERGY

A. Moving Objects

1. Identify a force as a push or a pull.
2. Predict if an object will move toward or away from a push or pull.
3. Define "downward" as "toward the earth".
4. Predict approximately where an object will land when it is dropped from a specific place.
5. Describe the earth's shape.
6. Describe the movement of falling objects, using the words "pull" and "down" in their descriptions.

B. Doing Work

7. State that work has been done when an object has been moved by a push or pull.
8. Identify the force exerted on an object as a push or a pull.
9. Distinguish when work is done and when it is not.
10. State whether a task performed using only muscles will be easy or hard.
11. Construct simple machines using common objects.

C. Machine and Work

12. State whether work is done by a machine in several examples.
13. State that magnets and wind can move objects.
14. Infer that when an object is moved by a magnet, a push or pull is being exerted.
15. Classify objects into those that can be moved by magnets and those that cannot.
16. Describe the work done on objects by identifying the force applied, the distance moved, and the source of energy.

D. Motion and Work

17. Recognize, describe, and classify events in which work is done.
18. Observe the relationship between the force exerted upon an object and the distance the object is moved.
19. Identify the objects moved by a force.
20. Compare two situations in which work is done and identify the one in which more work is done.

IV. MATTER

A. Solid Objects

1. Distinguish the basic shapes that are components of more complex shapes.

B. More About Solids

2. Describe objects without seeing them by observing their taste, smell and touch.
3. Infer the identity of an object from nonvisual observations.
4. Distinguish between smoothest to roughest or from hardest to softest.
5. Distinguish a heavy object from a light one.
6. Measure the relative weights of some objects using a simple scale.
7. Rank a group of objects by weight from light to heavy (up to 10 pounds).

C. Living and Nonliving Objects

8. Identify at least two characteristics of living organisms.
9. Classify objects as living or nonliving, using observable characteristics.
10. Classify objects as living, nonliving or derived from something that once was living.
11. Infer that some nonliving objects come from a living thing because it has characteristics similar to that of the living things (the fur on a coat, for example).

D. Liquids and Gases

12. Distinguish between liquids and solids, and sort samples of these substances into the correct category.
13. Predict the position of the water level in containers tilted at different angles.
14. Prepare solutions of some solids.
15. Describe samples of matter from each of the three states - solid, liquid, and gas.
16. Infer the presence of a gas by observing its order or its effects on other objects.

MATTER (CON'T)

E. Changes in Matter

17. Demonstrate that some liquids can be changed to solids by cooling.

18. Demonstrate how to change some solids to liquids by heating.

19. Demonstrate that the rate at which a solid melts is related to the amount of heat it receives.

20. Demonstrate how to change water to a gas by heating or evaporating.

21. Demonstrate that water vapor can be changed to a liquid by cooling.

22. Describe the forms in which matter can exist.

23. State how matter in each state can be changed to another state.

F. Mixtures

24. Identify objects from a description of their properties.

25. Identify situations in which phenomena cannot be classified or measured in physical terms.

SCIENCE

GRADE 2

I. SPACE

A. Measuring with Standards

1. Measure a variety of objects, using certain objects as basic reference units.
2. Select objects appropriate in size for measuring large and small distances or dimensions.
3. Communicate dimensions to others, using some object as a standard unit of measurement.
4. Measure several objects, using a standard unit.
5. Communicate measurements in terms of a standard.
6. Divide their standard (or copies of standards) into equal parts.
7. Measure dimensions smaller than the length of their standard with a divided standard.
8. Measure dimensions in feet and inches, using various measuring devices.
9. Identify a meter and a centimeter, and state that these are standard units of length in the metric system.
10. Measure objects and communicate measurements in meters and centimeters.
11. Measure the length of an object both in inches and centimeters.
12. Compare the size of an inch and a centimeter.

II. TIME

A. Measuring Time

1. Distinguish between regularly and irregularly occurring events.
2. Construct a device to measure the intervals required for various activities to occur.
3. Describe regularly repeating events upon which some time-pieces are based.
4. Describe the energy sources needed to operate some time-pieces.
5. Identify seconds and minutes as standard units of time.
6. Estimate the duration of brief activities in

TIME (CON'T)

7. Estimate, measure and record the duration of some familiar events in minutes.
8. Construct a simple pendulum.
9. Measure the duration of a brief event using a pendulum as an interval timer.
10. Describe some familiar activities that take approximately one hour.
11. Predict the length of certain activities whose duration is more than one hour.
12. State the time on the hour and half hour by observing a clock face.
13. Identify the relationships among seconds, minutes, and hours.

III. ENERGY

A. Work and Energy

1. Describe a situation in which work has been done by naming the object moved and the force that caused the movement.
2. Describe a situation in which application of a force does not cause work to be done, and explain why.
3. Demonstrate that the force exerted by a moving object can cause another object to do work.
4. Distinguish between situations in which using energy results in work being done on an object and situations in which it does not.
5. Demonstrate some activities in which work is done and others in which it is not done.
6. Identify the energy supply that moves each object in simple interactions between one object and another.
7. Name some sources of energy (food, fuel, electricity, moving air or water, etc.).
8. Distinguish between the energy of an object in motion and the energy stored in an object.
9. Identify (in their own terms) the kind of energy stored in an object (energy of position, electrical energy, energy of spring tension).
10. Measure and record the distance traveled by an object, and identify the energy source that made it move.

ENERGY (CON'T)

11. Identify some common examples in which heat energy is changed to energy of motion.
12. Identify the sun as the basic energy source for the formation of foods and fuels.
13. Describe in general terms the sun's importance in the earth's water cycle.

IV. MATTER

A. Plant and Animal

1. Describe the physical properties of various objects in terms of color, size, and shape.
2. Sort and classify objects into groups with similar features, using physical properties.
3. Sort various objects into "living" and "nonliving" categories.
4. State some characteristics of living and nonliving things.
5. Classify a collection of objects as living or nonliving on the basis of their characteristics.
6. State (in their own words) that sometimes it is not possible to tell the difference between a plant and an animal on the basis of visual observation alone.
7. Name and describe several plants and the habitats in which they live.
8. Use a control in an experiment.
9. Name and describe some animals that live in different habitats.
10. Infer from an animal's appearance the type of habitat in which it might live.
11. Name and describe some of the different means of locomotion used by animals.
12. Identify some animal body parts which move but do not result in locomotion.
13. Recognize movements of parts of a plant in response to light and other stimuli.
14. Plant and care for seedlings.
15. Name, classify, and describe animals that eat animals, plants, or both.
16. Observe some animal food habits and record them in chart form.
17. Identify the source of the water for animals that eat solid or liquid food.

MATTER (CON'T)

18. Observe and describe what happens to plants when they are deprived of water or light, grown in different soils, or placed in cold surroundings.
19. State hypotheses about what plants need to live, based on observations from experiments.
20. Describe the steps in the life cycle of some familiar plants and animals (seed-tree-seed, egg-chick-hen-egg, frogs-eggs-tadpoles-frogs).

B. Organization of Matter

21. Identify objects as matter in the form of solids, liquids, or gases.
22. Demonstrate that familiar solids, liquids, and gases take up space.
23. Define matter as anything that takes up space.
24. Perform simple experiments in which matter seems to disappear or become invisible. (dissolving, evaporating).
25. Demonstrate by taste or smell that tiny particles of matter are still present after a substance has been dissolved or evaporated.
26. Infer from observations that matter is composed of tiny particles too small to be seen.
27. Identify and describe some of the component parts of a familiar object or structure.
28. Demonstrate the components of an object by assembling it from smaller parts.
29. Describe the size of any object on the earth as smaller than the earth.
30. Demonstrate with a model that the sun appears larger than other stars because it is nearer.

MATTER (CON'T)

C. Change in Matter

31. Identify and describe changes in some familiar objects and events.
32. Describe ways to determine when a change has occured.
33. Predict future changes based on observations.
34. Describe some characteristics of a sample of matter before and after a change has occured.
35. Identify some changes in matter.
36. Perform simple demonstrations of physical changes in matter.
37. Identify and describe some changes in matter caused by rain, streams and freezing water.
38. State problems created by people in their own community and suggest ways they can help.

SCIENCE

GRADE 3

I. SPACE

A. Measurement

1. Identify processes in science and everyday life that involve measurement.
2. Name some common instruments used in measurement.
3. Use a measuring instrument to measure length, width, and height accurately.
4. Compare wheels and other circular objects with straight ones as measuring devices.
5. Measure common objects in english units (feet and inches).
6. Record their measurements in feet, inches, and fractions.
7. Measure common objects in the primary metric units: meter, centimeter, and millimeter.
8. Distinguish situations in which accurate measurements are not needed.
9. Apply rough measuring techniques and estimate distances.
10. Use a spring balance.
11. Construct balances using simple materials.
12. Demonstrate that objects of equal weight can be balanced.
13. Measure the weights of small objects in ounces and pounds.
14. Compare the relationship between pound and ounce, pound and ton.

B. Motion and Location

16. Identify the major clues that tell us whether an object is in motion.
17. Identify the directions in which an object has moved, using the four points of the compass; also in relation to themselves such as left, right, up, down, and so on.
18. Predict the path of a "moving object".

II. SYSTEMS AND SUBSYSTEMS

1. Identify what a system is (i.e., as in the solar system or a circuit).
2. Describe the importance of a system.
3. Discuss what would happen if part of a system were removed.
4. Find the subsystems in a system.
5. Discuss subsystems within a system.
6. Identify systems within out environment.

III. ENERGY

A. Batteries

1. Recognize and identify components of a circuit (i.e., bulb, wire, battery).
2. Define an electrical circuit in own words.
3. Set up a simple circuit using a battery, wire and light bulb.
4. Identify the system and subsystems.

B. Air and Air Pressure

5. Describe things that air can do.
6. Give evidence for the presence of air even though it is invisible.
7. Demonstrate some effects of air pressure, using everyday objects.
8. Make a simple device that uses air pressure.
9. Infer the behavior of some invisiable matter from observed effects on visible matter.
10. Demonstrate that warmed air is lighter than cooler air.
11. Infer that warmed air rises relative to cooler air from observations of visible matter (smoke rises, etc.).

C. Heat and Temperature

12. Demonstrate unreliability of human skin as a temperature sensor, to themselves and to others.
13. Discuss different things we take the temperature of (ourselves, weather, food).
14. Measure temperature with a thermometer.
15. Discuss importance of knowing the temperature.
16. Identify parts of thermometer and the liquid within (mercury or Stoddards solvent).

ENERGY (CON'T)

17. Identify the differences between thermometer scales (hot, cold).
18. Control some variables in a simple experiment.

IV. MATTER

A. Communities of Living Things

1. Name some of the organisms involved in the decay of a log.
2. Begin to observe that life goes on in cycles.
3. Control variables in simple soil experiments.
4. Infer the importance of organic matter in soils from results of experiments.
5. Distinguish and name the main components of soil (rock, organic matter, water).
6. Describe a "lawn community".
7. Define a desert as a place with little rainfall or available water.
8. Describe a pond community.
9. Describe in general terms the community called a vacant lot.
10. Compare this community with that of a lawn and a pond.

B. It all Depends

11. Name and describe some of the life habits of selected organisms.
12. Infer relative helpfulness or harmfulness of organisms to each other as well as to mankind.
13. Describe ways in which the introduction of a plant or animal can change a community.
14. Describe some ways in which the actions of people can change their community.

SCIENCE

GRADE 4

I. SPACE, TIME, MATTER

A. Water and the Land

1. Define what one inch of rainfall means.
2. Measure the depth of an ordinary rainfall by simple means.
3. Investigate amount of water received in rainfall and snowfall over a given amount of time.
4. Describe the effect of the contours of the land on the water flowing over it.
5. Predict some effects on land, soil, or stone of flowing water,
6. Demonstrate the water-holding properties of rocks and soil.

II. ENERGY, MATTER

A. Nutrition

1. State that foods contain energy and are made up of chemicals.
2. Identify sugars and starches as carbohydrates.
3. Name some common sources of carbohydrates.
4. Name fats as among the basic food chemicals, along with carbohydrates.
5. Name some common foods rich in fats.
6. Name proteins as among the basic food substances.
7. Describe simply the role protein plays in the diet.
8. Identify minerals and vitamins as food chemicals.
9. Describe the importance of minerals and vitamins to the body.
10. Identify the four food catagories.
11. Make your own menu.
12. Plan a meal and cook it. (Optional)

B. Electric Light Circuits

1. Recognize and identify cells and bulbs.
2. Light a bulb with just one piece of conducting material.
3. Define an electrical circuit in own words.
4. Connect a switch so that a circuit will work.
5. Name a glowing element in a light bulb (the Filament) and explain why it glows.

C. Your body's Needs

1. Name three basic requirements of cells.
2. Explain why food must be digested in order for the body to make use of it.
3. Name two functions of saliva in the digestion process.
4. Demonstrate that, in a fluid, a concentration of a substance tends to diffuse in all directions.
5. Determine whether a given sample of air contains considerable carbon dioxide (simple chemical test).
6. Take pulse, or that of another person.
7. Give an objective reason for not smoking.

Optional: Smoking Unit
Cancer Unit

D. Heat

1. Predict what will happen, in terms of temperature, when two objects are rubbed together.
2. Explain why some materials are easier to set fire than others.
3. Name different ways of putting out a fire.
4. Explain the relationship between lighting and electricity.

III. MATTER

A. Cells, Tissues and Your Body

1. Define a system as an assemblage of parts that work together in doing a certain job (such as distributing gas, electricity, or water to various parts of a house).
2. State what all living things are made up of cells.
3. Identify the nucleus in a plant or animal cell (where visible).
4. Identify an organism, and tell what made it so.
5. Identify different kinds of joints in the body.
6. Describe the importance of cartilage to movement.
7. Recognize the importance of the skeleton both for protection and support.

Optional
8. Give some reasons why muscles would be nearly useless without bones against which to pull.
9. Demonstrate some principles of musclar action using string and other simple models.
10. Distinguish between voluntary and involuntary muscles and name some of each.

11. Explain why the reaction of a human to a stimulus is not immediate.

12. Identify and demonstrate a reflex act.
13. Name the five senses.
14. Explain why several persons may give differing reports of what happened at the same event.

B. Environments

1. Identify different types of environments.
2. Identify environmental factors. (heat, light, power)
3. Discuss importance of the environmental factors.
4. Set up different environments by varying the environmental factors.
5. Use a histogram chart to record findings.
6. Study an organism in its environment. (i.e.: isopods, hermit crabs)
7. Chart the optimal environmental factors for the organisms.

SCIENCE

GRADE 5

I. ENERGY

A. Paths of Light

1. Demonstrate that objects are not visible without sufficient light.
2. Demonstrate that light rays travel in straight paths and that they do not bend around corners.
3. Explain when and why a window can act like a mirror.
4. Demonstrate that the diameter of a viewing tube affects the field of view.
5. Demonstrates that the distance of an object from the eye affects it apparent size.
6. Demonstrate that the angle of incidence equals the angle of reflection, both by bouncing solid objects form surfaces and by observing the reflection of light beams for mirrors.
7. Predict the path or a light beam reflected from a mirror.
8. Demonstrate that the image in a flat mirror is reversed.
9. Identify and correctly name concave and convex surfaces.
10. Predict the properties of an image formed by a convex and a concave mirror.

II. MATTER

A. Classifying Living Things

1. State why it is useful to sort some items in an orderly way.
2. Describe one or more alternative ways to arrange items in a grocery store.
3. Sort a number of living things into two or more groups, and explain the basis for their classification.
4. Distinguish a stinging insect from a nonstinging insect, and describe the basis for on which the distinction is made.
5. Explain the protective function of the vertebral column.
6. Name some common vertebrates.
7. Name the specific classes to which familiar bertebrate animals belong.
8. State some characteristics that distinguish each vertebrate class from the others.
9. Define the work invertebrate.
10. Distinguish insects from other arthropods.
11. Classify spiders as arachnids on the basis of observable characteristics.

12. Name and describe a few other invertebrate groups besides arthropods.

13. State some uses and advantages of scientific names.

14. Describe the two major kinds of seed-producing plants (those that bear cones and those that produce flowers)

15. Name and describe some common plants which do not produce seeds (Ferns, mosses, molds, mushrooms, and seaweeds).

16. Locate the embryo plant and identify the food storage tissue of a large seed such as a lima bean or a garden pea.

17. Classify fungi, molds, and bacteria as non-green plants.

18. State that non-green plants cannot manufacture their own food, and so must feed on other organisms.

19. Explain that non-green plants often cause decay, which cleans up wastes and releases chemicals that can be reused by green plants for making food.

III. SPACE, ENERGY, MATTER

A. Forces and Motions

1. Define a force as a push or pull that acts on an object.

2. Interpret a vector arrow to determine the strength and direction of the force it represents.

3. Distinguish the different forces that can be exerted simultaneously by common objects such as magnets, bicycle wheels, and their own legs.

4. Set up tests to determine the strengths of materials, (using calibrated weights).

5. Identify pairs of forces and indicate the direction in which they act.

6. Identify some forces, both in moving and nonmoving objects, that interact.

7. Define mass as the amount of material in an object, and weight as the force exerted by the object as a result of gravity's pull on its mass.

IV. TIME - MATTER

A. Changes in Matter

1. Name at least three physical properties that can be determined by using the senses (sight, smell, touch, hearing, taste).

2. Demonstrate a safe way to sample the odor of an unknown substance.

3. Give several examples of physical change.

4. Describe how a change in one physical property might affect another.

5. Set up a simple test to observe a chemical change such

as burning and describe results.

6. Classify substances as acids, bases, or neutral materials, using a chemical indicator.
7. Describe the relationship between molecules and atoms.
8. Describe the relationship between elements and compounds.
9. Separate water into oxygen and hydrogen by passing an electric current through it.

V. SPACE, TIME, ENERGY, MATTER

A. Man on the Moon

1. State that man firstlanded on the moon only recently (1969)
2. Demonstrate the sixe and distance relationships between the moon and earth with a globe or large ball and a smaller ball.
3. Explain why powerful rocket engines are needed to lift a spacecraft off the earth and speed it up, enabling it to travel to the moon.
4. Explain the effect of the moon's gravitational field on an approaching spacecraft.
5. Estimate the kinds and amounts of things needed to support the classs in a closed (classroom) environment for one week, under "spacecraft" conditions.
6. Explain why the rotation of the earth, as well as the revolution of the moon, must be taken into account when aiming a spacecraft.
7. Explain why all celestial bodies seem to move as the earth rotates.
8. Using a ball as a rotating-revolving body, demonstrate that an object can rotate and revolve at the same time.
9. Explain why astronaunts must wear protective suits on the moon.

B. Interdependence of Living Things

1. Distinguish between producers and consumers.
2. Trace a food chain from producers through consumers to decomposers.
3. Demonstrate, by peeling a potato, that some of the material in a food is lost during preparation.
4. Define a habitat as the place in which an organism (or group of organisms) lives.
5. State some factors that make habitats differ.
6. Describe a few habitats different from their own (such as pond, swamp, underside of a rock, or inside of a rotting log).
7. Give examples that describe how removing one organism from a community can have unexpected, harmful effects on others.
8. Identify some limiting factors in their own environments.

SCIENCE

GRADE 6

I. LIVING THINGS

1. Identify several organisms and species.
2. Explain simply what reproduction means and what role it plays in the life of a species.
3. Given a plant and an animal species, predict some characteristics of off spring that will be the same as parents and some that might be different.
4. Define a gene as the "something" an offspring inherits that causes it to have a given trait, e.g. red hair, brown eyes, broad nose, etc.
5. Describe ways in which animals can be reproduced from parts from parts.
6. Explain that paramecia, bacterial, and other single celled organisms reproduce be dividing in two, and name this process fission.
7. Describe sexual reporduction as the union of a male (sperm) cell an a female (egg) cell.
8. Identify the female and male parts of a typical flower, such as a lily or iris.
9. Develope a sample living environment in glass jars as a class project.
10. Name the principle carries of pollen from one flower to another, (insects and wind).
11. Identify the parts of a worm, crayfish and frog.
12. Dissect and lable the parts and describe their functions of a worm, crayfish and frog.
13. Give examples of changes that occur in living things.
14. Describe one change that is visible and one that is not.
15. Describe some changes that have occrued in themselves since they were younger.

II. THE HUMAN BODY

1. Identify the different systems of the human body, i.e.: respitory circulatory, skeletal, muscular, etc..
2. Identify the different organs and their funcitons of each systems of the human body.
3. Describe the changes that occur in the human body between infancy and old age.
4. Describe the effects of good nutrition on the human body.

SCIENCE

GRADE 7

I. EARTH SCIENCE

1. Describe difference in shadows cast at different times of the day.
2. Explain the relationship of the sun to the earth.
3. Describe verbally the peesently accepted model of the earth as a ball spinning around an axis.
4. Explain the concept of the solar system and its member planets.
5. Discuss the differences and similarities between the planets in the solar system.
6. Describe how the various parts of the universe move in relation to each other.
7. Build models of the solar system.

II. ROCKS AND MINERALS

1. Describe the different types of rocks, (i.e.: sedimentary, igneous, metamorphic).
2. Explain the methods by which minerals and rocks are formed.
3. Classify common rocks and minerals into the three categories given above.
4. Describe the changes that occur thru natural methods in rocks and minerals.
5. Develop rock and mineral collections, noting similarities and differences.
6. Identify rocks and minerals thru individual characteristics, (i.e.: color, texture, hardness., etc.)

III. VOLCANOES AND EARTHQUAKES

1. Describe the method by which volcanoes are formed.
2. Identify the various parts of a volcanoe.
3. Explain what lava is and how it is formed.
4. Describe the differences between lava and magna.
5. Explain what causes a volcanoe to become inactive.
6. Explain what a fault in the earth's surface is.
7. Explain what causes shifts in the earth's crust.
8. Describe conditions necessary for earthquakes to occur.
9. Identify areas of the earth susceptible to earthquakes.
10. Explain the workings and purpose of a seismograph.

IV. WEATHER

1. Identify the various types of weather, i.e., snow, storms, heat, etc.
2. Describe the different cloud formations and the kind of weather associated with each type.
3. Explain what causes thunder storms.
4. Identify several common sources of water vapor in the atmosphere.
5. Explain that frost is water vapor that has condensed to form ice and that frost forms only on objects that cool below freezing.
6. Demonstrate cloud formation in air by means of a homemade cloud chamber.
7. Correlate changes in barometer reading with changes in the weather.

SCIENCE

GRADE 8

I. ENERGY, FORCE

A. Images, Refraction and Color

1. State an advantage of viewing an object through a pin hole.
2. Demonstrate the magnifying properties of convex water drops and the reducing properties on concave drops.
3. Define refraction as the bending of light rays as they pass from one medium into another.
4. Identify a lens as convex or concave according to its appearance.

B. Using Forces

1. Define a force as a push or a pull exerted on an object.
2. State that two opposing forces will change the motion of an object.
3. Define pressure as meaning the amount of force per unit of area (pounds per square inch or grams per square centimeter).
4. Trace the transfer of energy through a fluid-operated system and identify sources of energy.
5. Use and name the common class of simple machines, such as levers and pulleys.

II. ENERGY, ELECTRIC CHARGES AND CURRENTS

1. Name the two kinds of possible charges (positive and negative) and recognize their symbols (+ and -).
2. Test common objects to determine whether they have a positive, negative or neutral charge.
3. Describe or demonstrate one way to produce an electric current.
4. Describe one way electric energy is converted to another type of energy.

Resources

Behavior Education Center - Science Curriculum, NSSEO.

District 25 - Science Curriculum

SOCIAL STUDIES

INTRODUCTION

The physically handicapped child has the capacity for comprehending abstractions in the traditional break-down of social studies as a curriculum area in history, geography, human relations, economics, and citizenship/government. Major emphasis in this curriculum area is upon the physically handicapped child's participation as a group member, with the family, the school and the neighborhood.

Thus social studies can be viewed here from two perspectives: environmental and historical.

SOCIAL STUDIES

HOLIDAYS AND COMMEMORATIVE DAYS

Labor Day - (September - 1st Monday)

American Indian Day - (September - 4th Friday)

Fire Prevention Week - (October)

Leif Erickson Day - (October 9)

Columbus Day - (October)

United Nations Day - (October 24)

Halloween - (October - Last Day)

Election Day - (November - 2nd Tuesday)

Veterans Day - (November 12)

Thanksgiving - (November - 4th Thursday)

Hanukkah - (December)

Christmas - (December 25)

New Year's Day - (January 1)

Martin Luther King - (January 15)

Valentine's Day - (February 14)

Lincoln's Birthday - (February 12)

Washington's Birthday - (February 22)

Passover - (March or April)

Easter - (April)

Memorial Day - (May)

Arbor and Bird Day - (May)

Mother's/Father's Day - (May/June)

Flag Day - (June)

Independence Day - (July 4)

SOCIAL STUDIES
PRESCHOOL/KINDERGARDEN

I. HUMAN RELATIONS

1. Tell ways that all people are alike -- needs, desires, interest, feelings.
2. Tell ways that people are different -- based on age, places they live, size, characteristics, things they do, clothing
3. Tell why people need a place to live.
4. Describe several different kinds of homes people live in, (i.e.: single family dwellings, apartments, trailers).
5. Tell ways family members help us and ways we can help family members (immediate and extended).
6. Identify acceptable and unacceptable behavior.

II. GEOGRAPHY/ECOLOGY

1. Identify weather and discuss how weather affects our lives.
2. Identify that boats, airplanes, and space ships travel around the world.
3. Discard refuse properly.
4. Identify seasons
5. Foreign Country Unit (food, Country Map).

III. CITIZENSHIP/GOVERNMENT

1. Identify major holidays and special days in a year.
2. Discuss classroom rules and why they exist.
3. Serve as a helper or leader.

IV. ECONOMICS

1. Take care of personal belongings and school equipment.
2. Identify different jobs (within classroom, family, community).
3. Identify tasks the child can do himself.
4. Identify the three basic needs of mankind: Food, shelter, clothing.

SOCIAL STUDIES
PRIMARY LEVEL 1

I. HUMAN RELATIONS

1. Tell ways that all people are alike -- needs, desires, interest, feelings,.
2. Tell ways that people are different -- based on age, places they live, size, characteristics, things they do, clothing.
3. Tell why people need a place to live.
4. Describe several different kinds of homes people live in, (i.e.: single family dwellings, apartments, trailers).
5. Tell ways family members help us and ways we can help family members (immediate and extended).
6. Identify ways people at school help us and ways we can help people at school or at home.
7. Identify acceptable and unacceptable behavior.

II. GEOGRAPHY/ECOLOGY

1. State that we live on a ball spinning in space. Locate our country on the globe. Identify land and water masses on globe or map.
2. Locate home in relation to school; identify north, south, east, west.
3. Make a simple map of classroom.
4. Identify weather and discuss how weather affects our lives.
5. Identify that boats, airplanes, and space ships travel around the world.
6. Identify ways to protect plants, shrubs, trees, and flowers.
7. Discard refuse properly.
8. Identify seasons.
9. Foreign country unit (food, country, and map).

III. CITIZENSHIP/GOVERNMENT

1. Identify major holidays and special days in a year.
2. Participate in the Pledge of Allegiance.
3. Discuss classroom rules and why they exist.
4. Serve as a helper or leader.

IV. ECONOMICS

1. Take care of personal belongings and school equipment.
2. Tell reasons why people work -- for money, satisfaction.
3. Identify different jobs (within classroom, family, community).
4. Identify tasks the child can do by himself.
5. Find or draw pictures of objects which are needs and those which are desires.
6. Identify the three basic needs of mankind: food shelter, clothing.

V. HISTORY/CHANGE

1. State that change is inevitable and give examples of change in themself, their family, and their community.

SOCIAL STUDIES

GRADE 2

I. HUMAN RELATIONS

1. Tell ways that people are alike/different.
2. Identify ways people help each other at home or at school.
3. Describe services offered by a downtown area in a town (i.e.: shopping, cleaner, shoe repair).
4. Give examples of ways a community works together as a group for a common purposes.
5. Identify acceptable and unacceptable behavior, (i.e.: field trips, bus, playground).

II. GEOGRAPHY/ECOLOGY

1. Tell that a neighborhood is comprised of buildings in close proximity.
2. Identify similarities and differences in neighborhoods and communities between U.S. and a foreigh country.
3. Identify different natural features of the world, (i.e.: desert, mountain, plain).
4. Identify a map and glob.
5. Use symbols on maps and locate a map key. (Teacher Made)
6. Identify directions north, south, east, west.
7. Find the continents and water masses.
8. Identify man made changes to the surface of the earth by naming examples -- buildings, roads, bridges.
9. Identify weather and discuss how weather affects our lives.

III. CITIZENSHIP/GOVERNMENT

1. Identify major holidays and special days in a year.
2. Participate in the Pledge of Allegiance.
3. Name services provided by the community (i.e.: fire, police).
4. Discuss classroom rules and why they exist.
5. Identify that in our country perople elect leaders to represent them.
6. Serve as a helper or leader.
7. Home and community safety.

IV. ECONOMICS

1. Take care of personal belongings and school equipment.
2. Identify that all people have certain basic needs.
3. Determine the difference between needs and wants.
4. List ways the family provides basic needs and wants.
5. State that resources are limited.
6. Tell why there is a need for work.
7. Name a variety of ways that people work.
8. Identify methods of transportation and items transported.
9. Distinguish ways of communication (through various media, i.e.: TV, radio, newspapers).
10. Describe the complexity of distribution system for food products: producer vs. consumer.

V. HISTORY/CHANGE

1. State that change is inevitable and give examples of change in himself, his family and his community.

Optional Study: Indians.

SOCIAL STUDIES

GRADE 3

I. HUMAN RELATIONS

1. Identify that cities are made up of people of different ethnic backgrounds and list contributions they make.
2. Explain the concept of interdependence as it relates to individuals, urban, and rural areas.
3. Identify acceptable and unacceptable behavior within different settings, (i.e.: field trips, bus, playgrounds).

II. GEOGRAPHY/ECOLOGY

1. Define the city as a densely populated place with a variety of buildings, people and jobs.
2. Compare Chicago with suburbs.
3. Identify directions north, south, east, west.
4. Use symbols on maps and locate a map key.
5. State that any part of the surface of the earth can be shown and located on a map.
6. Use maps to identify urban and rural areas -- population density.
7. Identify the hemisphere of a country.
8. Identify by name continents and major bodies of water.
9. Indicate/show that the position of the earth with relationship to the sun changes, causing the seasons to change.

III. CITIZENSHIP/GOVERNMENT

1. Identify holidays and special days in a year.
2. Participate in Pledge of Allegiance.
3. List some of the services of city government, (i.e.: fire, health, police, public works).
4. List the functions of government as: 1.) making and enforcing laws, 2.) providing services for the welfare of the community members; and 3.) solving problems.
5. State that in our country people elect leaders to represent them.
6. Serve as a helper or leader.

IV. ECONOMICS

1. Take care of personal belongings and school equipment.
2. State that money is needed to buy homes, goods, and services.
3. Identify role of banks in helping people make major purchases.
4. Relate how production is affected be natural resources, labor, technology and capital.
5. List forms of transportation and diverse industries which help to make Chicago an important city.
6. Give examples of the city's dependence on transportation for a variety of purposes.
7. List alternative ways that transportation needs can be met.
8. Define taxes as money all community members pay for services. (Note that schools, roads, and parks and some signs belong to all of us and should be well cared for).

SOCIAL STUDIES

GRADE 4

I. HUMAN RELATIONS

1. Identify the multi-ethnic composition of our country and our multinational heritage.
2. State the contributions of the native Americans.
3. Explain the concept of interdependence as it relates to individuals, urban and rural areas.
4. Identify acceptable and unacceptable behavior within different settings, (i.e.: field trips, bus, playground).

II. GEOGRAPHY/ECOLOGY

1. Compare regional differences and similarities.
2. Identify how a geographical region affects population and development.
3. List ways that man overcomes problems in a geographical region -- erosion, irrigation, flooding, climate, natural disasters.
4. Give examples of the interdependence of geographic regions.
5. Explain the meaning of various geopraphical terms such as: altitude, sea level, valley, bay, peninsula. delta, glacier, gulf, reservoir, strait, tundra, tropics, swamp, arctic, latitude, longitude, and hemisphere.
6. Find and use map scale.
7. Identify that boundaries of cities and states are man-made.
8. List reasons for growth of cities.
9. Identify land forms on maps -- hills, mountains, elevation, plateau, etc.
10. Discuss how explorers and scientists have expanded man's understanding, enjoyment, and intelligent use of the physical world.
11. State how we can help conserve natural resources.
12. Identify ways to protect wildlife.

III. CITIZENSHIP/GOVERNMENT

1. Identify holidays and special days in the year.
2. Participate in Pledge of Allegiance.
3. Discuss the rights of others.
4. Identify the freedoms we enjoy and importance of accepting civic responsibility.
5. Discuss the importance of leadership, representative government, and of the majority rule aspects of our elections.
6. Discuss the importance of equal reights for men and women.
7. List some of the problems of cities.
8. Tell why world organizations are important.

IV. ECONOMICS

1. Take care of personal belongings and school equipment.
2. Use time, money, and supplies wisely.
3. State how people get food, clothing, and shelter in regions similar to ours and in different regions; recognize how resources and their use are related to standards of living.
4. List things we sell to other regions and things we get from other regions.
5. Tell ways of making a living in different regions and how the ways of work might be improved.
6. State how transportation and communication differ in different regions.

V. HISTORY/CHANGE

1. Define history as a written record of events both man-made and nature.
2. List reasons why people came to North America.
3. Create and use a time line as a tool to understand history.
4. Identify ways that change occurs in all societies.

Optional Study: Illinois.

SOCIAL STUDIES

GRADE 5

I. HUMAN RELATIONS

1. Identify that all people have needs, potentials and limitations, and that all people are important.
2. List the contributions of people from different lands to the United States.
3. State that people have a right to be different within the framework of law and order.
4. Identify the interdependence of members of families, pupils in schools, residents of neighborhoods, neighborhoods in cities, states and countries.
5. Identify acceptable and unacceptable behavior within different settings, (i.e.: field trips, bus, playground).

II. GEOGRAPHY/ECOLOGY

1. Locate the United States in relation to other parts of the world.
2. Locate the lands from which our people came.
3. Identify geographic terms such as: altitude, sea level, valley, bay, peninsula, delta, glacier, gulf, reservoir, strait, tundra, tropics, swamp, arctic, latitude, longitude, and hemisphere.
4. Make maps of different regions of the United States.
5. Fill in maps showing principle physical features of the United States, states, and principal cities.
6. Make a simple map of the United States.
7. Locate places in the world related to current events.
8. Tell why the location of a place is related to its importance.
9. Locate Illinois in relation to other parts of the United States.
10. Make a map of Illinois showing physical features, principal cities, principal products and population patterns.
11. Identify how geographic conditions have affected the lives of the people and how people have altered some geographic conditions by cutting forests, grading roads, and building dams; relate population in patterns to geographic conditions.

GEOGRAPHY/ECOLOGY (CON'T.)

12. List the resources of the United States and the explorers and scientists who have expanded our understanding, enjoyment and use of resources.
13. Locate countries north and south of the United States.
14. Identify ways to conserve resources and work for improvements.

III. CITIZENSHIP/GOVERNMENT

1. Identify holidays and special days of the year.
2. Participate in Pledge of Allegiance.
3. Describe the historical development of the flag and the meaning of each color: Blue - Truth
   White - Purity
   Red - Courage
4. Write the meaning of the stars (states) and stripes (colonies).
5. Identify that we are citizens of a great country with many freedoms, opportunities, duties and responsibilities.
6. Read biographies of great people, past and present; identify the contributions of these people to the state and the country.
7. State how the choices and actions of explorers, early settlers and others affect our lives today: state how our choice and actions will influence the future citizens of our state and country.
8. Tell why only a small proportion of the world's population has, at any time, achieved democratice self-government.
9. Discuss the cost of freedom in terms of lives, time and money.
10. Name the great documents of American history, (i.e.: Declaration of Independence, Bill of Rights, Constitution).
11. List selected principals of the Government of the United States.
    - A written constitution
    - A government of Laws
    - Laws made be representatives elected by the people
    - Regular elections
    - The secret ballot
    - Provisions for enforcement of the laws.
    - Protection of the individual from the power of government through the Bill of Rights which safeguards freedom of speech, press, religion, and assembly, and the right of trial by jury.
    - More than one political party.
12. Discuss how people in different periods have worked to solve their problems.

IV. ECONOMICS

1. Take care of personal belongings and school equipment.
2. List the services that we support through taxes.
3. State some of the ways goods and services are produced, distributed and consumed in the United States.
4. Tell how to evaluate occupations in terms of usefulness and satisfaction.
5. Discuss selected principles of the American economic systems:

   - The right of individuals or groups to own property.
   - The right to own businesses and compete for profits.
   - The right to change occupations.
   - The right to organize.
   - The right to inherit material possessions.
   - Others

6. State how the profit system has helped to produce a high standard of living in the United States; how the way we spend or save money affects prices and jobs.
7. Tell how the standard of living in the United States compares with standards of living in other parts of the world such as Western Europe, Centeral Africa and Southeast Asia.
8. Discuss reasons for differences in standards of living.

V. HISTORY/CHANGE

1. State that change often occurs because of new dicoveries and inventions.
2. List reasons for early explorations and results of these explorations.
3. List various reasons for founding the colonies.
4. Compare differences in the early colonies.
5. Give examples of ways people have found to obtain freedom.
6. Discuss the contents of the Declaration of Independence and name the 13 original states.

Optional Study: Chicago.

SOCIAL STUDIES
JUNIOR HIGH

GRADE 6

I. HUMAN RELATIONS

1. List how the basic needs of people are similar in all parts of the world.
2. Tell how people in various parts of the world differ in customs, languages, religions and levels of civilization.
3. Tell how people of other lands have contributed to our customs and beliefs.
4. Discuss the interdependence of people.
5. Identify that each person must share responsibility in a democracy, and that cooperation is essential.
6. Identify acceptable and unacceptable behavior within different settings, (i.e.: field trips, bus, playgrounds).

II. GEOGRAPHY/ECOLOGY

1. Fill in maps and make maps of these areas showing physical features, principal products and population centers.
2. Identify geographic terms such as: altitude, sea level, valley, bay,peninsula, delta, glacier, gulf, reservior, strait, tundra, tropics, swamp, and arctic.
3. Use globe, map scale, and map key.
4. Use land form, political, physical, population and resource maps.
5. Use longitude and latitude to locate any point studied.

III. CITIZENSHIP/GOVERNMENT

1. Participate in Pledge of Allegiance.
2. Trace the course of western civiliation through the listing of major cultures.
3. Discuss the development of ideas of citizenship, democracy and representative government in the ancient world.
4. Describe how the past influences the present; ways the present may influence the future, and how current events are related to past and future events.
5. Note contributions to the Amercian heritage from the Judaeo-Christian traditions; gifts from early civilizations, from the middle ages, and from modern times; understandings, attitudes and skills for effective citizenship in a free society.

IV. ECONOMICS

1. Take care of personal belongings and school equipment.
2. Discuss how to budget time and money.
3. Discuss the production, distribution and consumption of goods and services in ancient, medieval and modern times.
4. Discuss functions of the common market.

V. HISTORY/CHANGE

1. Identify the ideas and material contributions that are lasting gifts to mankind from Ancient Greece:

   Government -- Democracy
   Architecture
   Art
   Science

2. Name three great leaders of Greece and their achievements.
3. List examples of ideas which the Greeks acquired and improved upon from other people (alphabet, art work).
4. Compare the life of Athens and Sparta.
5. List some of the great accomplishments of the Romans:

   Industry
   Travel
   Services
   Law
   Trade
   Education
   Language

6. Explain how exchange with other countries was beneficial to Rome.
7. Identify Rome as the largest empire of the ancient world.
8. List causes of the downfall of the Roman Empire.

   Suggestion: Use a time line to illustrate the length of time it took to grow and decline.

SOCIAL STUDIES
JUNIOR HIGH

GRADE 7

I. HUMAN RELATIONS

1. Identify that all people have needs, potentials and limitations, and that all people are important.
2. Discuss the contributions of a great variety of people to the United States.
3. State that people have a right to be different within the framework of law and order.
4. Compare the interdependence of members of families, pupils in schools, residents of neighborhoods, neighborhoods in cities, states and countries.
5. Identify acceptable and unacceptable behavior within different settings (i.e.: field trips, bus, playground).

II. GEOGRAPHY/ECOLOGY

1. Locate the United States in relation to other parts of the world.
2. Make maps of different regions of the United States.
3. Fill in maps showing principal physical features of the United States, states and principal.
4. Make a simple map of the United States.
5. Locate places in the world related to current events.
6. Tell why the location of a place is related to its importance.
7. Identify geographic terms, such as: altitude, sea level. valley, bay, peninsula, delta, glacier, gulf, reservoir, strait, tundra, tropics, swamp, and arctic.
8. Use globe, map scale, and map key.
9. Use landform, political, physical, population and resource maps.
10. Use longitude and latitude to locate any point studied.
11. Locate on map or globe: United States, Canada, Mexico, and major regions of the world (Middle East, East Asia, Southeast Asia, Subcontinent of Asia, Latin America, Scandinavia, the Low Countries, Siberian Peninsula, Mediterranean Lands. Eastern Europe, USSR, the British Isles, South Africa).
12. Identify the hemisphere of a country.
13. Locate Illinois in relation to other parts of the United States.
14. Make a map of Illinois showing physical features, principal cities, principal products and population patterns.

GEOGRAPHY/ECOLOGY (CON'T)

15. Make a map locating Chicago in relation to home and school.
16. Find Chicago and suburbs in which school and home are located.
17. Identify the advantages of urban life:
    - Variety of cultural experiences
    - Exposure to ethnic living
    - Availability of various religious expression.
    - Proximity to health facilities, educational facilities.
    - Consumer goods available in abundance.
    - Privacy
    - Diversity of employment.
18. Identify some of the problems facing an urban area:
    - Unemployment
    - Crime
    - Housing
    - Transportation
    - Education
    - Competition for land
    - Pollution
    - Minority Groups
    - Providing necessary services
    - Abuses of power
19. Discuss possible solutions to urban problems.
20. Identify ways to conserve resources and work for improvements.

III. CITIZENSHIP/GOVERNMENT

1. Identify holidays and special days of the year. (Variations and Celebrations)
2. Participate in Pledge of Allegiance.
3. Discuss how people work to solve their problems.

SOCIAL STUDIES
JUNIOR HIGH

GRADE 8

I. HUMAN RELATIONS

1. Identify that all people have needs, potentialities and limitations, and that all people are important.
2. Discuss the contributions of a great variety of people to the United States.
3. State that people have a right to be different within the framework of law and order.
4. Identify acceptable and unacceptable behavior within different settings.

II. CITIZENSHIP/GOVERNMENT

1. Identify holidays and special days of the year.
2. Participate in Pledge of Allegiance.
3. Discuss proper usage and display of flag.
4. Pass constitution test satisfactorily - both federal and state.
5. Identify the three branches of government and discuss the systems of checks and balances.
6. Identify the Bill of Rights and its content.
7. State what their constitutional rights are.
8. State how bills become laws.
9. State the purpose of the preamble.
10. Identify the amendment procedure.
11. Compare the division of power between state and federal government.
12. Enumerate specific functions of the state government.
13. Discuss how people work to solve their problems.

III. HISTORY/CHANGE

1. State that change often occurs because of new discoveries and inventions.
2. List the factors which contributed to the discovery, settlement, growth and development of our country.
3. Discuss the difficulties involved in opening new frontiers.
4. List reasons people moved westward.
5. List the factors which contributed to the industrialization of the Northeast.
6. Identify inventions and the importance of them (i.e.: cotton gin, threshing machine).

HISTORY/CHANGE (CON'T)

7. Describe the importance of the routes to the early frontiers:

   Mohawk -- Hudson
   The Ohio River Waterway
   National Road

8. List ways that territory is acquired (Louisiana, Florida, Mexico and Texas).

9. Describe the contribution of the Lewis and Clark Expedition.

10. List various factors that influenced expansion.

    Cultural
    Economic
    Communication

11. List the reasons for the civil war.

    States' Rights
    Tariff Question
    Slavery

12. State the importance of the battles of Fort Sumter, Gettysburg, Appomatox.

13. Describe the contributions of: Lincoln, Grant, Sherman and Sheridan (North) and Davis and Lee (South).

14. Identify the results of the civil war:

    Freedom of Slaves
    Constitutional Amendments Reinforced.
    A "New" South

15. Discuss post-civil war developments of the United States into a global power.

RESOURCES

BEC Social Studies Curriculum, NSSEO
District 25 Social Studies Curriculum

PRE-VOCATIONAL ACTIVITIES

Pre-Vocational Introduction

The Pre-Vocational Curriculum is designed to provide alternate methods and materials for teaching PH students career awareness and basic vocational type skills and attitudes. These skills will help them function as contributing members of their home, school and community.

One of the major goals of this curriculum is to develop awareness of the wide variety of adaptive aids and equipment available to them and resources available for the acquisition of these products.

Since career awareness is an ongoing process, early educational experiences starting at the pre-school/kindergarten level are necessary.

General Considerations for Pre-Vocational Activities

1. The primary consideration is enhancing the ability to attend and concentrate. To achieve this end, the child must be physically secure and comfortable but alert. All techniques used to minimize the affects of the handicapping condition should be applied with the goal of achieving mental alertness along with physical security.

2. Many children with motor problems, particularly cerebral palsy, experience involuntary changes in muscle tone. Regerence was made to this phenomenon in the section on lifting and moving. These children experience this same increase in tone when they put forth any physical effort (such as in attempting to initiate movement). Relaxation can be facilitated by exercising patience, a relaxed and quiet tone of voice and a gentle manner in handling and general care of such children.

3. Particularly in the areas of academic and pre-vocational activities, physically handicapped students are functioning on a par with or superior to their peers. Every effort should be made to maintain equality with the peer group; i.e., such factors as being at eye level, having appropriate physical contact with others (such as hand shaking) and focusing attention on similarities rather than differences should be encouraged.

1. Study Community Helpers

CAREER EXPLORATION

1. Give correct name for occupation of parent(s) or appropriate figure.
2. List at least one duty carried out by mother and father of their occupation.
3. Name correct job titles and cite at least one job related duty of persons within the school setting (i.e., teacher, nurse, bus driver, etc.).
4. Name correct job titles and cite at least one job related duty of persons within the community (i.e., firemen, baker, etc.).
5. Match pictures of the major occupations with the tools associated with those occupations.
6. Match pictures of the major occupations with the tools associated with those occupations.
7. Match pictures of the major occuaptions with the clothing associated with those occupations.
8. Select pictures of people working vs. playing.

JOB ATTITUDES

9. Communicate in a positive way with others in a small group.
10. Play with others in a small group situation.
11. Work with others in a small group situation.
12. State appropriate manners used at school and/or home.
13. Follow rules set up by class and/or teacher.
14. Respect property of others.
15. Complete assigned classroom responsibilities within a specified period of time.

BANKING

16. Identify penny and nickel by name.
17. Identify penny and nickel by value.
18. Identify $1.00 by name.
19. Determine value of a collection of coins up to a nickel.

COMMUNICATION THROUGH CONSUMER SERVICES

(See Communication Considerations for further information)

Oral/or with Adaptive Communication Aid

1. Make needs how verbally or physically
2. State whole if possible.
3. State complete address if possible.
4. State phone number from memory.
5. Ask and asnwer a simple question.
6. Listen and respond to simple directions.
7. Retell a simple statement or message.
8. Begin to participate in conversation.
9. Maintain eye contact when speaking or being spoken to (if possible).

PRE-VOCATIONAL
PRE-SCHOOL/KINDERGARTEN

COMMUNICATION - WRITTEN (OR WITH USE OF ADAPTIVE COMMUNICATION AIDS - PHYSICAL OR ELECTRONIC)

1. Begin to write letters of alphabet.
2. Begin to write numbers to 10.
3. Write first name and phone number.
4. Dictate own experience story.

SCHEDULES

1. Know days of week in order.
2. Demonstrate ability to read a calendar.

FORMS

* 1. Write first name (or with use of adaptive aid).
* 2. Write and/or state own phone number.
3. State birthdate.
4. State school name.

* These activities may need some type of adaptive equipment. Please see bibliography for suggested manuals and materials.

PRE-VOCATIONAL
PRIMARY

I. CAREER AWARENESS

A. Career Exploration

1. Give correct name for occupation of parents or appropriate adult figure.
2. List several duties carried out by father and mother in connection with their occupation.
3. Name correct job titles and cite at least one job related duty of persons within the school setting (i.e., teacher, nurse, bus driver).
4. Name correct job titles and cite at least one job related duty of persons within the community (i.e., firemen, baker, etc.).
5. Continue study of community helpers.
6. Select from a list of school related work activities which student particularly likes to do or those the student dislikes.
7. Match a picture of an occupation with the tools associated with that occupation.
8. Match a picture of an occupation with the clothing associated with that occupation.
9. Select pictures of people playing vs. working.
10. Match the place of work with the corresponding occupation.
11. State that different jobs require different amounts of education, personalities, talents and interests.
12. State that they will have a career choise to make based on the factors above and the job availability.

B. Job Attitudes

1. State likes and dislikes toward being a student (as a job).
2. List likes and dislikes of a household job.
3. List likes and dislikes of a school related job.
4. Communicate in a positive way with others in a small group.
5. Play and work with others in a small group situation.
6. State appropriate manners to be used at school and/ or home.
7. Follow rules set up by class and/or teacher.
8. Respect property of others.
9. State rules that must be followed in school that do not need to be followed at home (i.e., quiet in halls).
10. Complete assigned classroom responsibilities within a specific period of time.

CAREER AWARENESS (CON'T)

11. State consequences of classroom jobs if they aren't performed satisfactorly.
12. State consequences of family jobs if are not performed satisfactorly.

C. Employment Resources

1. Name some possible home tasks the student could do (home tasks - setting table, feeding pet, empty garbage).

II. INDEPENDENT LIVING

A. Banking Skills

1. Identify penny, nickel, dime, quarter and half dollar by name.
2. Identify penny, nickel, dime, quarter and half dollar by value.
3. Determine value of a collection of coins to one dollar.
4. Make change with the combination of coins for a purchase not to exceed one dollar.
* 5. Write the four different ways each coin can be written; name; cents; $; ¢.
6. State the purpose and function of a bank.
7. State that money is needed to buy homes, goods and services.
8. Add money amounts less than one dollar.
9. Subtract money amounts less than one dollar.

B. Budgeting

1. Make small purchases with amounts under one dollar.
2. Take part in planning expenditures for classroom activities.
3. Recognize simple concepts of relative cost by comparing purchase price of items (example: coats cost more than socks).

III. COMMUNICATION SKILLS

A. Oral

* 1. Expresses self in clear and understandable speech.
2. Make needs and wants known.
3. State whole name.
4. State complete address.
5. State phone number from memory.
6. State parents first and last name.
7. Ask and answer a simple question.

COMMUNICATION SKILLS (CON'T)

8. Listen and respond to simple directions.
9. Retell a simple statement or message.
10. Begin to participate in conversation.
11. Maintain eye contact when speaking or being spoken to.

B. Written

* 1. Write the letters of the alphabet
* 2. Copy written material accurately
* 3. Write numbers to 50.
* 4. Write own name.
* 5. Write own address.
* 6. Write own phone number.
* 7. Write and reads own experience stories.

* Adaptive devices that may be needed to assist: dicem, clamp boards, special pens, typewriter, hand weights, communication).

I. SURVIVAL READING

A. Schedules

1. Tell time to the nearest half hour.
2. Read days of week and months of year.
3. State the meaning of a.m. and p.m.
4. Demonstrate ability to read a calendar.

B. Forms

* 1. Write full name.
* 2. Write full address.
* 3. Write own phone number.
4. State birthdate.
5. State parent's name.
6. State school name.

C. Phone Books

1. Name letters of the alphabet in order.
2. Distinguish between a first and last name.
3. Identify parent's first and last name.
4. State their own phone number from memory.
5. Identify the purpose of a phone book.
6. Recognize written names of teacher and classmates.
* 7. Demonstrate ability to contact operator in an emergency situation.

D. Signs

1. State purpose of a sign.
2. Name some common sign.
3. Identify the signals on a stoplight and their meanings.
4. Identify some school signs.
5. Identify signs found in community.

* These activities may need some type of adaptive equipment. Please see bibliography for suggested manuels and materials.

PRE-VOCATIONAL
INTERMEDIATE

I. CAREER AWARENESS

A. Career Exploration

1. List and explain duties carried out by father and mother in occupation.
2. Match the name of an occupation with the picture of a person on the job and the tools or implements associated with that occupation.
3. Match objects or tools with the correct occupation and explain how they are associated.
4. Choose occupations that are related and explain how they are related. (i.e. doctor, nurse).
5. List correct job title and cite at least one job-related duty within a specific business operation. (i.e. factory, hospital, etc.).
6. Classify selected jobs as to whether they are oriented to people or things.
7. Identify preference toward working with people or things.
8. Select several preferred occupations from an appropriate list and explain the choice.
9. Name several jobs which the student can perform at home and state some of the responsibilities associated with that job. (i.e. dishwasher, clean house, etc.).
10. Name several jobs that the student can perform at school, (i.e. wash boards, tutor, etc.), and state some of the responsibilities associated with that job.

B. Job Attitudes

1. Explain why he/she likes or dislikes being a student.
2. Explain why he/she likes or dislikes household jobs.
3. State why he/she likes or dislikes classroom jobs.
4. Communicate in a positive way with others in a small group.
5. Play with others in a small group situation.
6. Work with others in a small group situation.
7. State appropriate manners to be used at school and/or at home.
8. Follow rules set up by class and/or teacher.
9. State consequences for not respecting the property of others.
10. State several rules which must be followed in the community. (i.e. breaking windows).
11. Complete an assigned task within a specified period of time.
12. State advantages/disadvantages of working with another student on a assigned task as apposed to working individually.
13. Choose from a list those tasks which could be complete alone and those for which help from another person (persons) would be required.
14. Follow oral directions to complete a task or group of tasks.
15. Follow written directions to complete a task or groups of tasks.

C. Employment Resources

1. Acquire information about potential jobs from relatives or friends.
2. State ways the student can earn money in the community.

II. INDEPENDENT LIVING

A. Banking Skills

1. Write the names of various coins.
2. Write the number words to twenty.
3. Write the number words for combinations of tens (i.e., thirty, ninety) to one hundred.
4. Determine value of a collection of coins and currency to five dollars.
5. Determine value of a collection of coins and currency to ten dollars.
6. Make change with a nickel, dime, quarter, half-dollar, and dollar or combination for a purchase not to exceed five dollars.
7. Write the numeral name and the written name for dollar values not to exceed twenty dollars (i.e., $5.00, five dollars).
8. State several functions of a bank.
9. Name at least one bank in his/her community.
10. Add money amounts less than five dollars.
11. Subtract money amounts less than five dollars.

B. Budgeting

1. Make small purchases with amounts under ten dollars.
2. Plan expenditures for classroom activities.
3. Differentiate between a need and a want.
4. Name several things considered a need.
5. Name several things considered a want.
6. Recognize concepts of a relative cost by comparing purchase price of items (i.e., house - car).
7. State a least one reason why families must plan and control purchases.
8. State a simple definition of budget.
9. Differentiate between borrow and lend.

III. COMMUNICATION SKILLS

A. Oral

* 1. Ask and answer a question.

* 2. Listen and respond to two or more directions.

* 3. Deliver oral messages accurately.

4. Contribute freely and become an effective participant in discussions and conversations.

5. State personal data orally (i.e., color of eyes, male/female, etc.).

* 6. Ask questions freely when he doesn't understand.

* 7. Demonstrate proper use of phone.

8. Use common social courtesies when listening and speaking.

* 9. Retell stories heard.

10. Select the main idea from a story, film, filmstrip, or T.V. show.

B. Written

* 1. Write a simple sentence with correct punctuation.

* 2. Write a simple paragraph with proper format.

* 3. Fill out a simple form with assistance.

* 4. Answer simple questions in writing.

* 5. Begin to write questions in writing with assistance.

* 6. Use both manuscript and cursive with reasonable legibility.

* 7. Begin to write a simple business letter with assistance.

* Adaptive devices that may be needed to assist: dicem, clamp boards, special pens, typewriter, hand weights, communication boards.

III. SURVIVAL READING

A. Schedules

1. Tell time to nearest minute.
2. Read a date in names and number.
3. State the purpose of a schedule.
4. Name different kinds of schedules.
5. Recognize the abbreviations for days of the week and months of the year.
6. Recognize a date written as numberals.
* 7. Make up a daily schedule.
8. Read a T.V. and movie schedule.

B. Forms

* 1. Write birthdate.
* 2. Write parents names.
3. Identify sex.
4. Identify weight, height.
* 5. Write hair and eye color.
* 6. Write school name.

C. Phone Books

1. Alphabetize words by the first letter of the word.
2. Alphabetize words up to and including the first three letters in a word.
3. State some information that can be obtained in a phone book.
4. Distinguish between the white and yellow pages of a phone book and tell what is found in each.
5. Locate emergency phone numbers in the phone book, (i.e. police, fire...).
6. Locate a specific name in the phone book.

D. Signs

1. Name types of signs (i.e. shopping, school, road...).
2. State the meaning of common signs (i.e. walk/don't walk, stop, push/pull...).

* These activities may need some type of adaptive equipment. Please see bibliography for suggested manuels and materials.

PRE-VOCATIONAL
OBJECTIVES
JUNIOR HIGH SCHOOL
SIXTH GRADE

I. CAREER AWARENESS

A. Career Exploration

1. Name several jobs which the student can perform at home and state some of the responsibilities associated with that job (i.e., dishwasher, clean house, etc.).
2. State a specific household job and name at least one reason why it is necessary.
3. Name a community occupation and state at least one reason why it is necessary.
4. State the definition for a career.
5. State the definition for a job.
6. Compare different job requirements as to amount of education, type of personality, talents and interests needed.

B. Job Attitudes

1. State appropriate manners to be used at school and/or at home.
2. Follow rules set up by class and/or teacher.
3. State several rules which must be followed in the community (i.e., breaking windows).
4. Give examples of a positive attitude toward school.
5. Give examples of a negative attitude toward school
6. Have students state whether they have a positive or negative attitude towards work and give reasons.
7. Discuss ways of displaying an appropriate attitude toward work, fellow workers and authority figures.
8. Discuss consequences for not respecting the property of others.
9. Complete an assigned task within a specified period of time with teacher assistance.
10. Discuss what behaviors are acceptable/not acceptable for certain types of jobs (i.e., garbage man speaks loudly, librarian shouldn't).
11. Name behaviors which must be exhibited in school that would be expected on the job.

C. Employment Resources

1. Acquire information about potential jobs from relatives or friends.
2. Discuss ways the student can earn money in the community.

II. SURVIVAL SKILLS

A. Banking Skills

1. State several functions of a bank.
2. Student will name at least one bank in his/her community.
3. Student will be able to add and subtract money amounts less than five dollars.

B. Budgeting

1. Discuss the differences between a need and a want.
2. Discuss reasons why families must plan and control purchases.
3. State a simple definition of a budget.
4. Discuss how to budget time and money.

C. Consumer Services

1. Talk about people that the students could go to for help in the school.
2. Explain the different places one could go for medical help.

D. Communication Skills

a. Oral

1. State personal data orally (i.e., color of eyes, male/female, etc.).
2. Discuss proper use of phone.
3. Use common social courtesies when listening and speaking.

b. Written

1. Write two or three paragraphs to give information or describe an experience.
2. Write a friendly letter independently.

E. Schedules

1. Make up a daily schedule.
2. Discuss and read a bus schedule.

F. Forms

1. Write or type county and state.
2. Discuss purpose of a form.
3. Write or type height and weight.
4. List an emergency contact person and a phone number.
5. Write or type signature.

G. Newspapers

1. Discuss material covered in various sections of a newspaper.
2. Use index to locate information in a newspaper.

H. Phone Books

1. Locate a specific name in the phone book that has multiple listings (i.s., Smith).
2. Demonstrate ability to use yellow pages in locating a business source.

I. Signs

1. Identify signs found in a written road test.
2. Identify international signs represented by pictures.

PRE-VOCATIONAL
OBJECTIVES
JUNIOR HIGH SCHOOL
SEVENTH GRADE

I. CAREER AWARENESS

A. Career Exploration

1. Compare different job requirements as to amount of education, type of personality, talents and interests needed. State that they will have a career choice to make based on the factors above and job availability.
2. Make a list of personal likes/dislikes which would be important factors in job selection.
3. Identify marketable skills needed to prepare oneself for the world of work.
4. Name at least ten of the career clusters and opportunities within them.
5. State several jobs in at least five of the career clusters.
6. Select jobs from career clusters list which match personal job preferences.
7. Choose a career and report on it.

B. Job Attitudes

1. State consequences of not respecting the property of others.
2. State several rules which must be followed in the community and consequences for when they are not adhered to.
3. Complete an assignment of time with minimal assistance.
4. Discuss positive and negative attitudes toward school.
5. Explain reasons why people work.
6. Discuss whether each student has a positive or negative attitude toward work and give reasons.
7. Display an appropriate attitude toward work, fellow workers and authority figures.
8. Identify behaviors which must be exhibited in school that would be expected on the job (i.e., attendance).
9. Identify any strengths which would be beneficial to a particular job (i.e., math skills - accountant).
10. Describe any weaknesses which would hinder a certain occupation.

C. Employment Resources

1. Acquire information about potential jobs from relatives or friends.
2. Solicit people from the community to come in and discuss their jobs.

II. SURVIVAL SKILLS

A. Banking Skills

1. Differentiate between a savings account and a checking account.
2. Identify the procedure for opening a savings account.

B. Budgeting

1. Discuss the differences between income and expenditures.
2. Discuss how to budget time and money.
3. Develop through classroom activities an estimated budget.

C. Consumer Services

1. Locate a place in your community where you could go for medical help.
2. Identify a place one could go for legal aid.

D. Communication Skills

a. Oral

1. Ask for and give information in a variety of situations.
2. Listen and respond to a series of directions in correct sequence.
3. Verbally give information required in an interview.
4. Demonstrate ability to use public and private phones in a variety of situations.
5. Summarize and relate with understanding, stories, news broadcasts, T.V. shows and films.

b. Written

1. Write a simple business letter with assistance.
2. Address letters and envelopes properly.

E. Schedules

1. Plan a trip to a city within 200 miles using only bus transportation, including departure, arrival time, and route to be taken.
2. Plan a trip to a nearby city (i.e., Chicago), using a train schedule.

F. Forms

1. Write or type social security number.
2. List an emergency contact person and their phone number.
3. Write or type names of several personal references.
4. Identify and discuss citizenship.
5. Write or type signature.

G. Newspapers

1. Use index to locate information in a newspaper.
2. Identify meaning of abbreviations in a want ad.
3. Interpret a want ad.

H. Phone Books

1. Demonstrate ability to use yellow pages in locating a business source.
2. Name several types of information that can be found in a phone book (i.e., zip code, area code, time zone, etc.).
3. Demonstrate ability to make long distance phone calls.

I. Signs

1. Identify signs found on a written road test.
2. Identify international signs represented by pictures.

PRE-VOCATIONAL
OBJECTIVES
JUNIOR HIGH SCHOOL
EIGHTH GRADE

I. CAREER AWARENESS

A. Career Exploration

1. Make a list of personal likes/dislikes which would be important factors in job selection.
2. Select jobs from career cluster lists which match personal job preferences.
3. Choose a career and report on it.
4. Select a preferred work environment following a discussion of appropriate environmental variables (i.e., temperature, noise level, degree of danger, clothing, etc.).

B. Job Attitudes

1. Completed an assigned task within a specified period of time.
2. State reasons for which people work.
3. Discuss whether each student has a positive or negative attitude toward work and give reasons.
4. Display an appropriate attitude toward work, fellow workers and authority figures.
5. Name behaviors which must be exhibited in school that would be expected on the job (i.e., attendance).
6. Identify any strengths and weaknesses which would be beneficial and detrimental to a particular occupation.

C. Employment Resources

1. Acquire information about potential job openings from relatives or friends.
2. Utilize want ads to locate potential job openings.
3. Explain the services offered by State and Private Employment Agencies.
4. Locate employment situations in area of occupational interest which offer apprenticeship or on-the-job training programs.

II. SURVIVAL SKILLS

A. Banking Skills

1. Fill out parts of a check.
2. Discuss the differences between a checking account and a savings account.
3. Record pertinent data on a check register.
4. Discuss procedures for depositing and withdrawing money from a checking account.
5. Balance a checkbook.
6. Discuss the procedure for opening a savings account.
7. Record withdrawls and deposits and balance a savings passbook.
8. Define the basic banking terms (i.e., bank, bounce, balance, check, currency, coin, deposit, endorse, forged check, interest, passbook, payee, receipt, service charge, signature, teller, withdrawl).

B. Budgeting

1. Discuss the differences between income and expenditures.
2. Develop through classroom activities an estimated budget.
3. Identify the major expenses incurred by adults living independently in the community (i.d., housing arrangements, transportation costs, food, taxes, major purchases, etc.).
4. Determine the minimum income necessary for each student's survival and develop a budget.
5. Define a loan and name the conditions involved in obtaining a loan (i.e., collateral, interest).
6. List advantages and disadvantages of the use of credit.

C. Consumer Services

1. Identify situations in which community agencies (Better Business Bureau, Chamber of Commerce, etc.) can help people.
2. Identify situations in which social service agencies (Salvation Army, Good Will, etc.) can help people.
3. Identify situations in which governmental agencies (Unemployment Office, Federal Housing Authority) can help people.
4. Locate local income tax preparation services in the community.

D. Communication Skills

a. Oral

1. Verbally give information required in an interview (personal data, hobbies, school experience, etc.).
2. Summarize and relate, with understanding, stories, news programs, T.V. shows and films.

SURVIVAL SKILLS (CON'T)

b. Written Communication

1. Write or type a business letter independently.
2. Address letters and envelopes properly.
3. Fill out forms with little or no assistance.

E. Schedules

1. Plan a trip to a nearby city using a train schedule.
2. Write out an itinerary for a one to two week vacation taken by train.

F. Forms

1. Write or type names of several personal references.
2. Identify previous employment.
3. Identify citizenship.
4. Identify educational background.
5. Write or type signature.
6. Complete an employment application form independently.
7. Complete a social security form.
8. Complete a W-4 form.
9. Complete federal and state income tax forms.
10. Complete an application for obtaining a driver's license.

G. Newspapers

1. Identify meaning of abbreviations in a want ad.
2. Interpret a want ad.
3. Identify different types of want ads (help wanted, job wanted, situation wanted, things for sale, places for rent, lost and found, services notices, personals).

H. Phone Books

1. Name several types of information that can be found in a phone book.
2. Demonstrate ability to make long distance phone calls through direct dialing and operator assisted.

I. Signs

1. Identify international signs represented by pictures (i.e., no smoking, handicapped, pedestrian crossing).
2. Identify three categories of signs (warning, regulatory, guide) and give an example of each.

Resources

Behavior Education Center - Pre-Vocational Curriculum, NSSEO

SPEECH AND LANGUAGE SKILLS

SPEECH AND LANGUAGE SKILLS RELATE TO LANGUAGE ARTS AND ACADEMICS AT ALL GRADE LEVELS

1. Sounds of Language (phonology) phonograms, rhyming sentences, syllabication, sound blending
2. Structure of Language (morphology and syntax) irregular verbs, irregular plurals, prefixes and suffixes, sentence construction
3. Meaning of Language (semantics and comprehension) basic concepts, compound words, idioms, antonyms, synonyms, proverbs
4. Thinking with Language (cognitive tasks) analogies, part-whole relationships, temporal/sequential, similarities/differences
5. Production of Language (nonverbal, verbal and written) body language, storytelling, interview topics, improvisations

GUIDELINES FOR SPEECH AND LANGUAGE DEVELOPMENT

2-3 Years

1. Vocabulary - approximately 300 words.
2. Produces 2-3 word phrases.
3. Use of jargon disappearing. Echoing behavior disappearing.
4. Emergence of compound and complex sentences.
5. Use of present tense is well established, while the use of past and future tenses are emerging.
6. Develops use of prepositions, pronouns, primary verbs, negatives and the conjunction "and".
7. Mastery in the use of wh-questions.
8. Pitch is controlled except for some wide variabilities.
9. Understands sentence structure and can differentiate between sentences even if cannot produce yet himself.

PRE-SCHOOL LEVEL

3-4 Years

Receptive:

- Responds to 1 or 2 objects on request consistently.

PRE-SCHOOL LEVEL (CONT'D)

Understands most simple questions dealing with his environment and activities.
Is able to reason out such questions as: "What do you do when you are sleepy, hungry, cold, thirsty?"
Begins to understand time concept (yesterday, next week).
Point to chief parts of body when asked.

Expressive:

Able to repeat 3 digits.
About 80% of the child's speech is intelligible even to strangers.
Speaks in complete sentences with a mean length of utterance of approximately 3-4 words.
Can retell a recent experience in sequential order.
Grammatical complexity is roughly that of colloquial adult language.
Uses words as tools of thought.
Verbs begin to predominate.
Begins using plurals.
Verbalizes chief parts of body but mixes up ankle, knee, wrist.
Can tell what street and city he/she lives in, but usually not the street number.
Should be able to give age as well as sex and name.
Uses pronouns I, you, me correctly.
Can name 6-8 objects in a picture book.
Use of language is primarily for social control.
Uses most vowels consistently, as well as the following consonants: p, b, m, w, h, n, f.
Vocabulary is up around 1000 words.
Will talk to self continually while playing.

4-5 Years

Receptive:

Can give 1-3 objects on request.
Understands concept of longer or larger when a contrast is presented.
Readily follows simple commands even though stimulus objects are not in sight.
Knows names of familiar animals.
Understands 4 prepositions - on, in, under, behind and beside.
Can make opposite analogies.

Expressive:

Language is firmly established.
Any deviations from adult norms tend to be style rather than grammar. It is important to note that the child may display many hesitations or exhibit disfluencies at this age. This is normal behavior, due to the fact that the child is trying to establish his own speech and language style. This behavior is not to be confused with stuttering.
He has increased his speech and language skills rapidly up to this point, so he has to internalize all of this information for himself.
The average vocabulary is approximately 1500 words.
Mean sentence length is 4-5 words.
Can usually repeat words of 4 syllables.

PRE-SCHOOL LEVEL (CONT'D)

Conjunctions are used.
Asks innumerable questions, primarily why?
Reads by way of pictures.
The dental and gutteral sounds - t, d, y, k, g, and ng, are acquired.
Likes to use shocking language.
The purpose of language now is not only for pleasure or displeasure or social control, but also for relating experiences and to gain information.

PRIMARY LEVEL

6-7 Years

Receptive:

Understands seasons in terms of activities suitable for each.
Understands simple opposite analogies: (girl-boy; man-woman; short-long; sweet-sour).
Understands such terms as: (alike, different, beginning, end).
Should be able to handle simple number combinations in addition.

Expressive:

Should have acquired these consonants: l, r, s, ch, th, wh, v.
Can tell a simple connected story about a picture seeing relationship between objects and happenings.
Can tell a familiar story.
Makes telephone calls.

7-8 Years

Receptive:

Good grasp on time and space concepts.
Lots of internal critical thinking skills going on.
Follows fairly complete directions with little repetition.
Reads and comprehends materials at the primary level.
Writes a simple composition of several sentences.

Expressive:

Blends such as: st, sl, pl and br are established.
All speech sounds including consonant blends should be mastered by the 8th year.
Can relate accounts of events, many of which occurred at some time in the past.
A few lapses in grammatical construction.
Social amenities should be present in his/her speech in appropriate situations.
Control of rate, pitch, and volume are generally fairly well established and appropriate.

INTERMEDIATE LEVEL

8-9 Years

Receptive:

Monetary values.
Time and space relationships. Understands concept of past, present and future.
Deals with situations more realistically.
Understands cause and effect relationships.

Expressive:

Uses "tough talk" and slang.
Grammatical errors still evident.
Questioning age.
Relates experiences well.
Exaggerates.
Talks easily with others.
Tells long detailed stories at school about a television program or movie.

9-12 Years

Receptive:

Critical thinking skills are improving. (What would you do if....)
Cause and effect relationships are dealt with on a higher level.
Abstract reasoning increases, while reasoning ability develops at a slower rate.
The child may be unable to generalize at times.
Rapid vocabulary growth.

Expressive:

Slang expressions. Pitch "breaks" are evident at approximately the 11th year, and voice changes are noted from 11-13 years of age.
Becoming self-expressive; group communication is especially good with those of same age.
Expresses a thought with little difficulty.
The twelve year old loves to debate and will volunteer for a part in a play.

IN BOTH ASSESSMENT AND INTERVENTION AREAS OF CHILD LANGUAGE THERE ARE SEVERAL ASSUMPTIONS AND PRINCIPLES WHICH MUST BE CONSIDERED

1. Language is a symbolic, generative process which does not lend itself well to formal assessment.

2. Language competence cannot be measured but only inferred from language performance.

3. Language comprehension preceeds and exceeds language expression and thus measures of expression tap some but not all of language comprehension. Verbal comprehension preceeds verbal expression.

4. Linguistic and cognitive processing of a language delayed child may have both similarities to and differences from the development of a normal child.

5. Language is a synergistic process so that any measure of the part does not give a picture of the whole.

6. Imitation is limited as a method of assessing and developing language.

7. Various methods of assessment and intervention (contrived, natural), in various settings (formal, informal) using various media (written, spoken) and with different interactors (child, adult) will lead to different results.

8. Language assessment and intervention should be related to the cultural, linguistic and educational characteristics of the child. In other words, language learning is a part of the total experiences of a child and is difficult to assess or change as an isolated part of development. All activities have language value. Experiential learning is better than forced learning.

9. Child language is not necessarily simplified adult language, just as children's thinking varies from adult thinking. A child's view of the world is not the same as an adult's view. When teaching vocabulary, consider frequency of usage and needs. Remember to emphasize developing ideas, logic and sentences rather than only vocabulary.

10. Speech and language must be a manipulative tool. There must be a need to communicate. Saying something to please you is not as important as saying something to please himself.

CONSIDERATIONS IN ASSESSING COMMUNICATION NEEDS

Introduction:

In order to thoroughly assess the communication needs of a physically handicapped child, multi-disciplinary input is required. The perspective outlined in the following sections is based primarily on the approach taken by representatives from Education, Speech Pathology and Psychology. While reference is made to the areas in which Therapy (including both Physical and Occupational) enters into the assessment, a complete discussion of the physical-functional considerations has been presented. As emphasized therein, before undertaking a communication assessment, it is expected that the child be at least adequately, and preferably optimally, seated and/or positioned, since seating generally affects the child's overall performance. While this section focuses on the assessment of the physically handicapped child, many of the factors considered are directly relevant to the assessment of communication needs regardless of etiology.

The importance of accurately assessing the child's communication needs relative to his current level of communication skills is emphasized. If a discrepancy exists between the child's communication abilities and his assessed communication needs, then one needs to consider whether an alternative or augmentative means of communication might bridge or narrow the gap. If it is thought that the child requires an alternative to speech in order to communicate, the appropriate alternative must be selected to avoid failure on the part of the child, frustration on the part of the teacher and disappointment on the part of the parents. The emphasis is on alternatives and on matching the child's needs and abilities with the most appropriate alternative.

The assessment is based on a task analysis approach to communication, which identifies various component factors that affect communication. The Primary factors are those which determine the recommended means of communication -- be it oral or alternative; the Secondary factors are those which influence the communication program itself. While administering both formal and informal tests, one is able to observe the child and assess his level of functioning as it pertains to these factors. While some formal standardized assessment devices are used often in an adapted form, in order to provide a structure for the assessment, there is less concern for the scores that the tests yield and more concern about the

qualitative information that is forthcoming through observations of the child as he performs in the testing situation. The assessment is conducted jointly, with the number of people involved in the assessment at any one time varying, depending on the child's age and level of distractibility. The particular combination of disciplines involved may also vary. Regardless of the number and combination of participants, joint assessments are useful, as they allow one person to be directly involved with the child, leaving the other(s) free to observe the child's behavior in the areas identified through the Primary and Secondary factors.

Some of the factors which will be presented are relevant in looking at the child's skill in communication; others are related to the child's potential skill with the symbol system.

Potential for Speech

(a) Oral Peripheral:

The oral musculature must be examined to detect any irregularities in tongue movements, soft palate, and lips. Diadochokinetic rates should be established whenever possible. Oral examination should also look at breath support, voice production, and jaw extension.

(b) Prognosis for Speech Development:

In determining the prognosis, the results of the oral peripheral examination are considered along with any changes in the level of functional speech over the past two years.
For example:

(I) Change in level of functional speech

(a) deteriorated over past 2 years ___
(b) improved over past 2 years ___
(c) remained same for past 2 years ___

(II) If a change occurred, when it happened

(a) past 6 months ___
(b) past year ___
(c) past 2 years ___

(III) Opinion of

(a) teacher ___
(b) speech pathologist ___
(c) doctor ___
(d) psychologist ___
(e) parent ___
(f) other ___

A summary can then be made of the child's speech development, including speech milestones in comparison with other developmental milestones.

A summary may also be made of the child's past history in Speech Therapy, including duration and frequency of therapy, goals and accomplishments, to the present time. It is helpful to check past and present IEP's written for the child.

Highest level of verbal communication demonstrated by the child in imitation, in spontaneous statements and in spontaneous questions.

	Imitation	Statement	Question
(a) no sound used for communication	_____	_____	_____
(b) vocalizations	_____	_____	_____
(c) yes/no response	_____	_____	_____
(d) intelligible single words	_____	_____	_____
(e) intelligible 2-word phrases	_____	_____	_____
(f) more than 2-word phrases	_____	_____	_____

In addition, information regarding the prognosis for the development of functional speech should be considered for both short and long-term development. The following may be useful:

Speech pathologist's prognosis for development of functional speech.

	Short-term	Long-term
(a) unknown	_____	_____
(b) poor	_____	_____
(c) limited	_____	_____
(d) good	_____	_____

In cases in which the short-term prognosis is poor, and the predictions for the long-term development are uncertain, an alternative form of communication may be recommended on a short-term basis. An augmentative means of communication may serve as the primary means of communication or as a secondary means complementing speech. The purpose of the recommended alternative may vary for short and long-term intentions.

If an augmentative means of communication is being considered, the intended relationship to speech may be recorded as follows:

	Short-term	Long-term
(a) as a primary means	_____	_____
(b) as a secondary means	_____	_____
(c) not at all	_____	_____

When a child is using symbols as a secondary means of communication,

adjunctive to another means of communication -- whether speech, gesture, behavior -- there is less of a need for him to develop sophisticated use of the symbol system. As with the mobile child, he has other ways of communicating and, as a result, does not have to make the system work for him all of the time.

Social Development:

Communication implies social interaction. Therefore, one must consider the child's level of social development in assessing communication needs and program goals. It is particularly important with young children to assess play level. The following chart may be useful in this area:

Level which best describes the child's play.

(a)	unoccupied behavior	___
(b)	onlooker behavior	___
(c)	solitary independent play	___
(d)	parallel play	___
(e)	associative play	___
(f)	co-operative play	___

One needs also to consider the quality of the child's communication with others -- typically, with whom does he communicate and in what way? Such information may be recorded on the following chart:

People		How Child Interacts
____	familiar adults	_____
____	unfamiliar adults	_____
____	speaking peers	_____
____	non-speaking peers	_____
____	younger children	_____

KEY: (a) attention-seeking behavior
(b) responding to interaction
(c) initiating interaction

While the majority of children show no significant preferential differences, notice should be made if a child, in interacting with either adults or other children, shows a preference for relating to members of a particular sex.

If, for example, a girl withdraws from men, the quality of her communication with a man would differ significantly from her communication with a woman. This would have implications for both the assessment situation (particularly if the assessor was a man) as well as for programming. Such information may be recorded.

Auditory Area:

(a) Auditory Acuity

Whenever possible, a pure tone hearing threshold test is administered. However, because of their severe physical involvement many of the children require special tests which are not readily available. In such cases, it is necessary to rely on earlier reports and gross measures taken with noise makers and the spoken word, as an interim measure, until further refined testing can be done. The teacher may find the following recording approach helpful:

Hearing assessment:

CHECK ____ a) formal evaluation

____ b) informal gross assessment

Diagnosis

(a)	no hearing assessment	___
(b)	no hearing loss	___
(c)	mild hearing loss	___
(d)	moderate hearing loss	___
(e)	severe hearing loss	___

Requires hearing aid

(a)	Yes	___
(b)	No	___
(c)	has aid but does not wear	___
(d)	no longer requires aid	___

(b) Auditory Attention

One observes the child's auditory attention through his general reaction

to auditory stimulation.

Child's ability to attend to auditory stimuli

(a) Poor ___
(b) Fair ___
(c) Good ___
(d) Excellent ___

It is necessary to consider which modality -- visual or auditory, (or other) would be the best to use in the teaching program in order to present material to the child in a way that takes full advantage of his areas of strength.

The child's ability to learn through the various modalities may be rated as follows:

(a) visual channel ___
(b) auditory channel ___
(c) other, specify ___

KEY: (a) poor
(b) fair
(c) good
(d) excellent

In looking at the child's strongest modality for learning, the memory component is important to consider as well. For example, how well can the child recall objects that are hidden? How well can the child retain the verbal explanation of a symbol?

The child's visual and auditory memories may be rated using the following key:

(a) visual memory ___
(b) auditory memory ___

KEY: (a) poor
(b) fair
(c) good
(d) excellent

CONSIDERATIONS IN SELECTING AIDS AND TECHNIQUES

1. Vision and hearing factors
2. Ambulation or usual method of mobility
3. Usual positioning and posture (head control, range of motion, eye contact)
4. Physical abilities and availability of a consistent and reliable response mode, fatigue factors
5. Ability to associate, store and retrieve meaning (object permanence, attention span)
6. Reading and spelling skills
7. Prognosis (Will alternative enhance or deter?)
8. Educational and vocational goals
9. Motivation or desire to communicate
10. Parental opinions and staff assistance
11. Others in the students environment (Who are the primary message receivers?)

Manual Systems Include:

- Finger spelling
- Total Communication (signing with speech)
- AMSLAM
- Paget Gorman Systematic Signs (English)

Electronic and Mechanical Devices Include:

- Typewriters
- Auto-Com with TV Display, ticker tape or print-out
- Rote-Com
- Vista
- HandiVoice (synthesized voice output)

COMMUNICATION AIDS

Communication Techniques

1. Direct Selections - selects elements of message and desired output is indicated by user.
2. Scanning - something/someone else indicates symbol and child indicates yes/no.
3. Point and Scan - child points close to symbol, receiver asks "is it this..?" (rows, columns, or quadrants may shorten the process).
4. Encoding - two or more signals (cues) are needed. (colors, numbers to indicate going to next chart).

Symbol Systems That Must Be Chosen

1. Tangible objects
2. Pictures and line drawings
3. Rebus symbols or combination systems
4. Bliss symbols
5. Traditional orthography or alphabet boards

Pointing Techniques

1. Eyes
2. Hands
3. Head stick
4. Joy stick

POINTS TO CONSIDER REGARDING MOBILITY AND COMMUNICATION

(a) When the child is capable of walking with or without an aid, his communication aid has to be portable and easily accessible. The communication board may be laminated and folded, so that it can be carried in a little bag.

(b) When the child is only partially confined to his wheelchair and is able to get out of it by himself to crawl around, a special device has to be made for the wheelchair table which the child can operate himself, without interfering with his feelings of independence. A second communication board should be available on the floor within easy reach.

(c) When a child is able to wheel his own chair, the corners of his tray need to be removed to allow him easy access to the wheels for pushing.

(d) When a child is not mobile, the most suitable mobility device which will allow for maximum mobility both at home and at school must be considered. In choosing the right mobility device, one also has to determine whether or not the child has an opportunity in his home setting to receive the necessary training in operating the device.

If it has been decided that the child needs an electric wheelchair, the choice of the right model is important. One has to weigh the advantages and disadvantages of between the different models.

(e) The vocabulary selection would be affected in order to meet the relevant needs of a mobile child. The initial symbols introduced would likely differ greatly from those selected for a child in a wheelchair. For the mobile child, the initial selection would likely not include basic needs such as food, drink, toilet but might include emotions and questions which would immediately expand his existing communication repertoire.

SUGGESTIONS FOR COMMUNICATING WITH NON-VERBAL CHILDREN

1. Talk to the children whenever you are with them. Train yourself to use the technique of parallel talk and echo correction. Parallel talk is simply, describing what you and the child are doing and you do it. Echo correction is repeating what the child says, providing him with a good model without calling attention to any errors he might be making.

2. Use normal tone of voice; do NOT exaggerate articulation or use unusual inflectional patterns. Use normal volume. Avoid shouting or yelling -- save these techniques for emergency situations. Remember, a child responds to tone before words become meaningful to him.

3. Precede directions with the child's name. "John, sit". Fade use of name once attention has been gained; use name again to refocus attention.

4. Use short, simple sentences. Be consistent in the vocabulary you use. When trying to develop a basic vocabulary, a "chair" is always a "chair", not sometimes a stool or bench, etc. Don't vary your directions: "Put it in the trash, put it in the garbage, put it in the wastebasket, throw it away" can be confusing to a child who is just beginning to understand language.

   The same holds true for teaching concepts. "Find one that is the same, find one like this, find another one, find one that matches, find one that's different, find one that's not alike, find one that's not the same," will only lengthen the time it takes to establish the concept you want the child to learn.

5. Do NOT imitate "baby talk". Always provide the correct model. He says "gog", you say "dog". Don't try to point out the difference between what he's saying and what you're saying.

6. Respond to a child's verbalizations even if he's babbling or using seemingly unintelligible jargon. If he's approached you, he's trying to tell you something! Use your imagination and establish context from the situation or activity in progress.

7. Give the child all the information he needs and show him how to utilize it. Do not demand that he tell you what he knows but do give him a chance to respond.

8. Play with the children. Show them what to do with toys. Link words with your action. Every contact with a child is a potential learning situation.

9. Avoid approaching a child from behind. Let him see you're coming toward him. Get down to his eye level. Don't demand eye contact at first.

CONSIDERATIONS FOR CONVERSATIONS USING A COMMUNICATION BOARD

Speech is generally the most efficient way of communicating. Any other method will take more time. When sending a message via a communication board, there are a number of things the message sender has to remember:

the idea he wants to express
the words he has on his communication board
the words he will use for his message
the position of words and letters on the board
the words he has already pointed to
where he is on the word
the letters he will need next

As listeners and message receivers, we should do all we can to make the communication attempt successful and enjoyable.

1. Non-vocal people use their communication boards in a variety of different ways. It is useful to check to be sure we know how the person uses his or hers. For example, does he point to the message elements or does he point to the row and then we, as message receivers, point to the items in that row one by one until he signals the one he wants.

2. What signals are used to indicate yes and no?

3. It is often helpful to say the word or letters as they are indicated so the person signaling knows that the message was correctly received.

4. Let's give the person time to finish the message. Interrupting word endings or phrases can confuse the message sender. If we are wrong, it means that they have to start all over to clear up the misunderstanding.

5. There are times when we are in a hurry and can't take the necessary time to stop and chat. At such a time, it is important to be sure:

   a) that the person can wait and that their message is not urgent

   b) that we explain that we are in a rush

   c) that we do return later to finish the discussion if we said we would

CONSIDERATIONS IN TESTING OR EVALUATING P.H.

1. Cut tests apart if pictures appear to be too close together.
2. Enlarge pictures with opaque projector or contact Visually Impaired services for enlarged editions.
3. Change norms application by modifying time limits or taking dictation from the student.
4. Use tests that do not require verbal answers:
   Peabody Picture Vocabulary Test
   Houston
   Full Range Picture Vocabulary Test
   Boehm Test of Basic Concepts
   Pre-School Attainment Record
   PICAC (Porch Index of Communicative Ability in Children)
   Columbia
   Carrow Test of Auditory Comprehension
5. Utilize parental observations.
6. Limitations in the students range of motion for pointing.

FORMAL ASSESSMENT DEVICES

The following list contains 16 formal assessment devices that have been recommended by instructors as being useful tools in a communication assessment. The name of the test is given, along with the publisher, test format, age appropriateness and purpose. In many cases the tests can be adapted in order to yield information relevant to the communication assessment.

ASSESSMENT OF CHILDREN'S LANGUAGE COMPREHENSION (ACLC):

R. Foster, J. Giddan and Joel Stark; Consulting Psychologists Press, 599 College Avenue, Palo Alto, California 94306; 1972.

Test format: A series of plates and questions requiring that the child respond by pointing.

Age: 2 - 6 years

Purpose: Attempts to determine the level at which the child is unable to process and remember lexical items in syntatic sequences. Test runs progressively more difficult from identifying common nouns to making complete sentences. Aids clinicians in assessing particular limitations in language development.

BOEHM TEST OF BASIC CONCEPTS:

Ann E. Boehm, Psychological Corporation, 304 East 45th St., New York, N.Y. 10017; 1969.

Test Format: 50 pictorial items arranged in increasing difficulty. Each item consists of a set of pictures and questions which the child responds to by marking a sheet. (15-20 minutes)

Age: Pre-school

Purpose: To measure the mastery of concepts considered necessary for achievement in the first years of school; for example, directions. Strong linking of concept and language development at pre-school and primary levels.

CARROW TEST OF AUDITORY COMPREHENSION OF LANGUAGE:

Elizabeth Carrow, Urban Research Group, 306 West 16th, Austin, Texas 78701; 1975.

Test Format: Consists of a series of three pictures per page and questions requiring a pointing response from the child.

Age: 3 - 6 years

Purpose: (a) To measure auditory comprehension, and
(b) To diagnose areas of linguistic difficulty.
The test allows comprehension assessment without verbal expression on the child's part. Requires pointing skills.

COLUMBIA MENTAL MATURITY SCALE:

Bessie B. Burgemeister, Lucille Hollander Blum and Irving Lorge, Harcourt Brace Jovanovich Inc., 757 Third Avenue, New York, N.Y. 10017; 1972.

Test Format: A series of cards with three to five drawings from which the child indicates the one that is unrelated to the others.

Age: 3 1/2 years to 13 years 11 months

Purpose: The CMMS measures general reasoning abilities which, when considered together with other pertinent information about the child, increases the understanding of his current capabilities. The use of the classification item format, which requires no verbal response and minimum motor response, makes the test particularly suitable for children with impaired physical and/or verbal functioning.

ENVIRONMENTAL LANGUAGE INVENTORY (ELI):

James D. MacDonald and Marjorie Nickols, The Nisonger Center, The Ohio State University, Ohio; 1974.

Test Format: An informal diagnostic test. A game-like procedure is used to test ten semantic-grammatical rules. A non-linguistic cue is presented to the child from which a 'conversation' response and an 'imitation' response is required.

Age: All ages - with expressive sentences up to four words in length.

Purpose: The ELI was developed as a model for the diagnosis and training of children with severe delay in expressive language. It selects as the content for diagnosis and training those meaning units (semantic-grammatical rules) that comprise the first sentences of normally developing children. The semantic-grammatical rules are assessed in three production modes - conversation, imitation and play, in order to provide information useful in designing a program for establishing social communication.

ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES (ITPA, rev. ed.):

S.A. Kirk, J.J. McCarthy and W.D. Kirk, U Illinois Press, Urbana, Illinois 61801; 1968.

Test Format: Series of tests including record, pictures, picture blocks, and verbal expression tests.

Age: 2 - 10 years

Purpose: The tests attempt to assess comprehensively many related activities with language. Consists of 12 parts measuring Auditory Reception, Visual Reception, Visual Sequential Memory, Auditory Associations, Auditory Sequential, Visual Associations, Visual Closure, Verbal Expression Grammatic Closure, Manual Expression, Auditory Closure, Sound Blending.

McCARTHY SCALES OF CHILDREN'S ABILITIES (MSCA):

Dorothea McCarthy, The Psychological Corporation, New York, N.Y. 10017; 1972.

Test Format: The MSCA measures six aspects of a child's thinking, memory and motor abilities with toy-like materials and game-like tasks.

Age: 2 1/2 - 8 1/2 years

Purpose: The MSCA were designed to satisfy the need for a single instrument to measure general intellectual level as well as strengths and weaknesses in important abilities. The test is useful for assessing mentally retarded children since the battery includes a number of "easy" tasks designed for very young children.

THE MILLER-YODER TEST OF GRAMMATICAL COMPREHENSION:

(Experimental Edition)

J. Miller and David Yoder, Department of Communication Disorders, 1975 Willow Drive, Madison, Wisconsin; 1972.

Test Format: Consists of receptive items composed of four black-and-white line drawings per card requiring a pointing response from the child.

Age: Up to 6 years

Purpose: A diagnostic instrument concerned with the analysis of syntatic structures. Although the test is not standardized it has been used with the mentally retarded and is particularly adaptable to the language-impaired individual in that oral responses are not required.

NORTHWESTERN SYNTAX SCREENING TEST:

Laura L. Lee, Northwestern U. Press, Evanston, IL; 1971.

Test Format: Consists of receptive and expressive items composed of four pictures per page and questions requiring a pointing or oral response from the child.

Age: 3 - 8 years

Purpose: As a screening instrument, but not a measurement of the child's language skills. Useful as a short test for screening large numbers and in conjunction with other tests as a diagnostic tool. Concerned only with syntactic structures. Requires pointing and vocalization to complete both parts.

PEABODY EARLY EXPERIENCE KIT (PEEK):

Lloyd Dunn, American Guidance Service, Inc., Publishers Building, Circle Pines, Minnesota; 1975.

Test Format: 250 daily lessons composed of four varied experiences or activities involving puppets, toys, pictures, records, story cards.

Age: 2 - 4 years

Purpose: PEEK is a self-contained kit of lessons and materials designed to promote the affective, cognitive and oral language development of young children through group instruction. It is designed primarily for average three-year-olds but could also be useful with older learning disabled and retarded children.

PEABODY PICTURE VOCABULARY TEST:

Lloyd M. Dunn, American Guidance Service, Inc., Publishers Building, Circle Pines, Minnesota 55014; 1965.

Test Format: A series of four pictures per page requiring that the child responds by pointing or "yes/no" indication.

Age: 2 1/2 - 18 years

Purpose: PPVT was designed to provide an estimate of a subject's verbal intelligence through measuring his hearing vocabulary. Since responses are non-oral and pointing is not essential, it is made appropriate for the speech impaired and physically handicapped as an indication of his receptive vocabulary.

PORCH INDEX OF COMMUNICATIVE ABILITY IN CHILDREN (PICAC):

Bruce E. Porch, Consulting Psychologists Press, 577 College Avenue, Palo Alto, California 94306; 1974.

Test Format: The tests consists of Basic and Advanced Batteries with 30 subjects in total. All subtests (except geometric forms) revolve around ten common objects. The subject responds by talking, gesturing and writing.

Age: 2 - 12 years

Purpose: The primary function of the PICAC is to quantify the subject's level of ability on common communicative tasks. Through its use, the clinician may obtain general and specific levels of output ability and make inferences about input and integrative ability.

PRE-SCHOOL LANGUAGE SCALE AND MANUAL:

I. Zimmerman, U. Stein and R. Evatt, Charles E. Merrill Publishing Co., Columbus, Ohio; 1969.

Test Format: Consists of a series of picture tests in which the child responds by pointing and play tests in which child follows instructions with blocks.

Age: All ages assumed to be functioning at preschool or primary language level.

Purpose: It tests auditory and verbal ability, and also has a separate articulation section. Areas are arranged to assess repetition of sounds memory, ability to distinguish parts, colors, prepositions and other parts of speech textures, etc.

RECEPTIVE-EXPRESSIVE EMERGENT LANGUAGE SCALE (REEL):

The Bzoch-League, Anhinga Press, 420 Boulevard, P.O. Box 13501, Gainesville, Florida, 32604; 1970.

Test Format: A series of categories established in one to three month intervals defining behaviors, vocalizations, and early speech patterns. No test situation - strictly observation.

Age: Infants 0-36 months in 22 separate divisions.

Purpose: To measure receptive and expressive language skills in infancy, based on standard established by the test.

STANFORD-BINET INTELLIGENCE SCALE:

L. Terman and M. Merrill, Houghton Mifflin Company, Boston; 1960.

Test Format: Tasks to be performed by the subject run the gamut from simple manipulation to abstract reasoning. Toys, form boards, blocks, beads, etc. are used. A large number of tests at the lower level involve the observation and identification of common objects - perceptual discrimination tests play a major role as well.

Age: 2 - 18 years

Purpose: The Stanford-Binet is a standardized 'intelligence' test designed to provide an I.Q. score, indicating the individual's "general intellectual level". A wide variety of tasks are presented to the subject in the expectation that an adequate sampling of all important intellectual functions will thus be covered.

TOLD (TEST OF LANGUAGE DEVELOPMENT)

P. Newcomer and D. Hammill, Western Psychological Services, Los Angeles; 1977.

Test Format: Subtests include semantic information (pictures and oral vocabulary) and syntactic (grammatic completion and understanding, sentence imitation), auditory discrimination and articulation. Black-and-white picture booklet.

Age: 4 - 9

Purpose: To identify areas of language deficit and permit a differential diagnosis of strengths and weaknesses.

Feeding and Pre-speech problems in physically handicapped:

Components needed for good pre-speech and speech development:

1. Head control--neck and shoulder girdle stability.
2. Normal or normalized respiration and phonation patterns.
3. Motor precision and oral awareness.
4. Normal period of babbling.

In C.P. child, development of these components is blocked by:

1. Released tonic reflex activity (i.e., ATNR, STNR, TLR)
2. Retention of primitive patterns.

Components to Assess:

1. Facial Expression - Normal - relaxed, fine control with isolated movements.

   In C.P. - Total pattern of facial movement - may range from tight to expressionless.

2. Tactile Sensitivity - Normal - will allow stimulation around and into mouth.

   In C.P. - Oral stimulation may be strongly feared. May cause bite reflex or jaw thrust.

3. Oral Reflexes

   Rooting Reflex - Light stroke around mouth causes turning toward stimulus - 0-3 mos. Important to extinguish in treatment.

   Suckling-Swallow Reflex - 2 weeks to 3-5 mos. Rhythmical in and out movement of tongue to strip nipple for fluid. May be accentuated in hypertonic--suckling different than tongue thrust.

   Bite Reflex - Birth - 3-5 mos. Closure of jaw upon oral stimulation. Phasic (normal) and tonic bite patterns (strong clenching and holding of jaw shut to spoon--not normal at any age).

   Gag Reflex - Birth through life. Diminishes somewhat when chewing begins.

4. Dental-Palatal Development - High, narrow palate indicative of poor sucking pattern. High vaulted palate will develop naturally in absence of tongue movement. Tongue movement (elevation) tends to flatten out palate. Protrusion of alveolar ridge or front teeth indicative of tongue thrust.

5. Lips - Normal--lightly closed at rest. Fine movements and full range of movement possible. In hypertonics--high upper lip, retraction, "spastic smile". In hypotonics--little lip movement at all.

6. Jaws - Normal - at rest, lightly closed, can be held in any position. In hypertonics--mandibular subluxation (i.e., lower jaw tends to come out of joint). In hypotonics--lack of movement. Chewing differs from sucking on basis of tongue and jaw movement patterns.

   Jaw grading important--control of intermediate positions of jaw between fully opened and fully closed positions. Phonation of vowel sounds involve different jaw positions. Distortion in vowel production indicative of neurological impairment. In vowel production jaw and tongue positions coincide. Tactile cues are often worked with.

7. Tongue - Normal - lies in bottom of mouth, flexible, with fine movements possible. In hypertonics--restricted range, stiff and inflexible.

8. Respiration - Normal - deep and rhythmical. In hypertonics--primitive breathing seen--gasping, wide open mouth, retracted tongue, shallow inspiration, handling mucous poorly, unproductive cough. Reverse breathing with thorax up and diaphragm down. Child may voice on inspiration or may laugh on exhalation. Conflict in strength of flexion-extension patterns in trunk contribute to reverse breathing.

9. Voice - In C.P. high pitched, nasal, with intermittent spasms. May be of poor volume and control or be hoarse-sounding.

Goals of Pre-Speech Treatment:

1. Most often a multi-disciplinary approach is utilized with ST, PT, OT. To facilitate and maintain normal postural tone through positioning and handling.

2. Normalize oral and facial sensitivity and inhibit abnormal oral reflexes. Use of graded tactile stimulation. Firm pressure--away from mouth first, then towards mouth. Use child's own hand.

   Visual and auditory sensitivity - approach of cup, spoon - any type of stimulation towards mouth may activate biting, thrusting. Noise may also induce activity.

3. Improve coordination of jaw, lips, tongue, palate for sucking, swallowing, biting, and chewing.

Use of jaw control procedures - Jaw control is for purpose of refining jaw grading, not as a brace to totally inhibit movement. Much of child's own control of jaw can be improved by concentrating on having child hold flexed neck position and avoiding extending neck towards food stimulus. We want internal control. Phase out jaw control as much as possible.

4. Normalize breathing pattern and coordination for phonation. Influence periodic and reverse breathing patterns through positioning.

5. Improve quality and increase quantity of vocalization. Often movement and relaxation will produce vocalizations.

6. Promote carry-over to home and other areas of school life.

QUESTIONNAIRE FOR PHYSICALLY HANDICAPPED

Does the child indicate YES and NO?

How does he/she do this?

Does your child have any speech? Please explain.

How does child use the symbol board?

Points with finger — which finger?

Points with knuckle — which knuckle?

Eye pointing with frame and numbers

Eye pointing directly to board

Is child totally dependent on symbols for communication?

FEEDING

Does the child need help with feeding? Explain briefly.

1. No help
2. Partial help
3. Total help

Which foods are most difficult for child to eat?

Which foods are easiest for child to eat?

Which are your child's favorite foods?

Which foods does your child dislike?

Does the child:

1. Bite into foods
2. Prefer to be fed small pieces

Is the child fed with a spoon?

large spoon small spoon special spoon

Does the child bite on a spoon?

Does the child's tongue push food out of mouth?

DRINKING

About how much fluid does your child drink in an average day?

Can the child hold a cup?

Does the child drink from a:

cut out or special cup ordinary cup flexible plastic cup

Does he/she use a straw?

What does he/she like to drink?

What does he/she not like to drink?

Do you hold child's head for feeding and drinking?

What type of support is needed?

Please explain your method.

Do you feed child from the:

front left side right side

Do you place the cup or spoon:

over the tongue

between the teeth

between the lips

DAILY LIVING SKILLS

INTRODUCTION

The Daily Living Skills Curriculum is designed to provide alternate methods and materials for teaching physically handicapped students basic skills and will help them function as independent members of their home, school, and community.

The program is broken down relative to the functional level of the students as follows: pre-school-kindergarten, primary (ages 6-9), intermediate (ages 9-12) and junior high (ages 12 and above). These ranges should be used as a guideline and not as absolute groupings. They have been designed so that they can be readily adapted to meet student needs.

The curriculum was designed to hopefully, act as a stimulus for generating additional ideas and approaches in survival education. It is limited only by a teacher's desires and imaginations!

NOTE: The teaching of daily living skills requires that the five techniques (positioning, external support, physical assistance, adapting the environment and lifting and moving be used in combination as dictated by the nature of the daily living task. The tremendous variances in type and severity of disability would make specific recommendations for each technique impractical if not impossible. The following general considerations would apply in this area of education:

1. When determining methods of positioning, moving and lifting and amount of physical assistance needed for an activity of daily living, one must consider who will be providing assistance outside of the educational setting (in the home). The ability of that person to duplicate what you do in the classroom should be considered.

2. Equipment, furniture, and special adaptations in the home should be considered. Home visits are often helpful in this regard.

3. Current P.T. and O.T. catalogs should be reviewed for adaptive aides that may be appropriate to facilitate increased independence in:

   Toileting
   Dressing
   Bathing/showering
   Grooming
   Food preparation
   Performing household chores

4. In addition to those things that are added in the enviroment to increase independence such as bath bars, commode bars, etc., things that are used by the physically handicapped individual should be placed where they are accessible for the person who is wheelchair bound. For example:

   Grooming, food and household items used should be placed in low cabinets and drawers.

   Mirrors should be placed at eye level.

5. Items used in the classroom such as dressing and grooming aides, transfer belts, etc., should be suggested for use in the home.

6. Students for whom you feel alterations in the home could increase independence but, such alterations may prove to be quite costly, can be advised to check insurance policies and consult physicians. Some insurance carriers will cover the cost of installation of aides for the handicapped in their homes if such aides are prescribed by a physician. In insurance does not cover such costs, social services and fraternal organizations can be consulted by parents who need financial assistance for particular items.

7. In evaluating the student's ability to perform activities of daily living, one should consider future placement. The student's ability for determining whether or not he/she will be a future candidate for competitive employment vs. supervised living. Parents can begin to plan for the future with the help and support of educators and therapists in this regard.

DAILY LIVING SKILLS
PRE-SCHOOL KINDERGARTEN

GROOMING

1. Identify basic items of clothing (ie: shoes, socks, shirt, dress, pants, etc.).
2. Cooperate w/adult when dressing and undressing.
3. Attempt to remove and put on the basic items of clothing (with and then without assistance).
4. Learn to untie laces.
* 5. Learn how to zip and unzipper.
* 6. Learn how to unbutton and button.
* 7. Learn how to buckle and unbuckle (belt, shoes and braces).
8. Indicate the front and back of clothing and whether it's inside out.
9. Indicate which foot goes on which foot.
10. Indicate appropriate clothing for activity or weather.
11. Watch parent comb/brush hair.
*12. Learn to comb/brush hair with assistance.
13. Indicate whether clothing is clean or dirty.
*14. Turn removed clothing inside out.
*15. Pick up clothing from the floor.

BATHING

1. Distinguish between being clean and dirty.
2. Identify purchase of soap.
3. Uses soap when needed.
4. Identify difference between hot and cold water.
5. Select appropriate hot temperature for washing.
* 6. Learn to wash face and hands (with and without assistance).
* 7. Learn how to turn on and off hot water for washing.

TEETH

1. Identify toothbrush and toothpaste and their purpose.
* 2. Brush teeth with assistance.

NOSE

1. Indicate need to have nose wiped.
2. Wipe nose using Kleenex (with supervision).
3. Learn to blow nose.
4. Cover mouth when coughing or sneezing.

TOILETING

1. Indicate when pants are wet or soiled.
2. Indicate need for toileting verbally or by gesture.
* 3. Use toilet with supervision and assistance if possible.
4. Wait on toilet till wiped.
5. Flush toilet after use.
* 6. Wash hands when finished.

*Many physically handicapped children may recognize assistance and/or adaptive aids (ie: catherters, urinary collection devices, portable commodes, diapers, potty wheelchair, Hoyer lift (hydrolic lift). Early intervention for independence training in this area is most essential.

HOME MAINTENANCE

1. Distinguish the difference between clean and dirty.
2. Name common types of food.
* 3. Practice good table manners.
4. Discriminate between edible and inedible foods.
* 5. Help prepare simple foods.
6. Recognize which foods need cooking and which do not.
7. Practice cleanliness when handling food.
8. Recognize which foods need refrigeration.
9. Identify the basic rooms in a house.
*10. Begin to participate in simple cleaning tasks at home and in school (ie: helping put things away, set tables, etc.).

LEISURE ACTIVITIES

1. Play activities with other children.
* 2. Participate in simple organized games.
3. Distinguish the difference between work and play activities.
4. Begin to distinguish and select the appropriate time to work and play.

MENUS

1. State purpose of menu.
2. Name foods found on a breakfast, lunch, and dinner.
3. Name favorite foods.

SAFETY

1. Develop awareness for the dangers of knives, scissors, broken glass, fire, going out in the street , etc.).
2. Recognize strangers.
3. Avoid talking and accepting rides or gifts from strangers.
4. Yell for help if approached or grabbed by a stranger.

PHONE BOOK

1. Name letters of the alphabet in order.
2. Distinguish between first and last name.
3. State own phone number from memory.
4. Identify the purpose of phone book.
5. Recognize written first name of classmates.

SIGNS

1. State purpose of signs.
2. Identify basic signs (ie: stop sign, green, yellow, and red light).

DECISION MAKING

1. Choose according to likes or dislikes, between two or more items (ie: candy bar or gum).
2. Choose between two articles, the appropriate item for a specific situation.

* These activities may need some type of adaptive equipment. Please see bibliography for suggested manuals and catalogues.

DAILY LIVING SKILLS
PRIMARY

I. DAILY LIVING SKILLS

A. GROOMING

* 1. Bathe or shower regularly with assistance.
2. Keep hands and fingernails cleaned and trimmed with assistance.
* 3. Brush teeth independently or with minimal assistance.
* 4. Brush hair regularly with supervision.
5. Wipe and blow nose with minimal assistance.
6. Indicate clothing appropriate to activity, season, or weather conditions.
7. Recognize importance of clean clothing and good grooming habits.
* 8. Zipper, snap, and fasten various articles of clothing with assistance as needed.
9. Indicate when needs to go to the bathroom (either verbally or gestures).
*10. Uses toilet independently or with minimal assistance if possible.
*11. Wipe and clean himself/herself with minimal assistance if possible.
12. Flush toilet after use.
13. Wash hands when finished.

*Many physically handicapped children may recognize assistance and/or adaptive aids (ie: catherters, urinary collection devices, portable commodes, diapers, potty wheelchair, Hoyer lift (hydrolic lift). Early intervention for independence training in this area is most essential.

B. DECISION MAKING

1. Choose according to likes or dislikes between two or more items (ie: lollypops or candybar).
2. Choose between two articles, the item appropriate to a specific situation (ie: pen vs. crayon).
3. Choose a task to preform according to the student's own ability (ie: pick up car vs. pick up book).
4. Choose between two tasks to be completed.

C. DEVELOPING A POSITIVE SELF AWARENESS

1. Identify activities which student can succeed in.
2. Name activities which student likes to perform.
3. State ways in which student contributes in family settings.
4. Indicate ways in which student contributes in school settings. (ie: room, job, group discussions).

II. INDEPENDENT LIVING

A. MARKETING - MENUS

1. Name four basic food groups.

MARKETING - MENUS (CONT'D)

2. Name several items in each basic food group.
3. Name some types of stores (ie: grocery, hardware, clothing).
4. Match name of store with kinds of items found in that store (ie: tools in hardware store).
5. Name an item found in each of the following supermarket departments (ie: bakery, dairy, meat, produce, nonfood, etc.).
6. Name an item found in each of the following sections of a department store: housewares, apparel, gardening, sporting goods, cosmetics, domestics, automotive, toys, hardware, appliances, etc.).
7. Knows purpose of a coupon.
8. Locates a coupon in newspaper and magazine.

B. HOME MANAGEMENT AND MAINTENANCE

1. Distinguish the difference between clean and dirty.
2. Name types of common foods.
3. Practice table manners.
4. Discriminate between edible and inedible foods.
5. Help to prepare simple foods.
6. Recognize which foods can be eaten raw and which require cooking.
7. Demonstrate cleanliness when handling food.
8. Identify foods which need refrigeration.
9. Demonstrate proper storage of food.
10. Identify rooms in a house.
11. Participate in home care under supervision (ie: simple cleaning and yard tasks).
12. Name functions of rooms in a house.
13. Name simple appliances found in a house and tell their function.
14. Help plan a simple meal.

C. LEISURE ACTIVITIES

1. Differentiate work activities from leisure activities.
2. Describe hobbies engaged in by self, family members and other acquaintances.
3. List things his/her parents or relatives do in leisure time.
4. Classify list of activities as quiet or active.
5. Name quiet or active leisure activities which the student can perform.
6. Cut out pictures showing people engaged in leisure time activities.
7. Name leisure activities which can be done indoors and outdoors.
8. Play actively with other children.
9. Participate in simple organized games.

LEISURE ACTIVITIES (CONT'D)

10. Occupy self in individual activities.
11. Acquired adequate sight vocabulary to read easy books.
12. Perform arts and crafts projects using step by step oral directions.

D. CONSUMER SERVICES

1. Name a person you could go to for help in your school.
2. Name someone in your family from whom you could seek help.
3. Name a place you could go for medical help.

E. NEWSPAPERS AND MAGAZINES

1. State the purpose of a newspaper.
2. State the purpose of a magazine.
3. Identify where a newspaper can be purchased.
4. State the name of a local newspaper.
5. State the name of a magazine.

F. MENUS

1. State purpose of a menu.
2. Name foods found on a breakfast menu, lunch menu, and dinner menu.
3. Name favorite food.

G. LABELS

1. Identify brand names of a certain item (ie: Kelloggs, Campbells).
2. State the definition of labels.
3. State the importance of labels.
4. Identify a label which signifies a poisonous item (X).

*These activities may need some type of adaptive equipment. Please see bibliography for suggested manuals and materials.

DAILY LIVING SKILLS
INTERMEDIATE

I. DAILY LIVING SKILLS

A. GROOMING

* 1. Bathe or shower regularly with supervision.

2. Keep fingernails and toenails cleaned and trimmed with supervision.

* 3. Demonstrate proper brushing technique and other procedures for dental hygiene (ie: flossing, mouthwash).

* 4. Use various shampoo products with minimal assistance.

5. Use different deodorant items with assistance.

* 6. Wipe and blow nose without reminders.

* 7. Brush hair on a regular basis.

8. Select clothing appropriate to activity, season, or weather conditions with minimal supervision.

9. Student selects clean clothing with assistance.

* 10. Zipper, snap, button tie and buckle various articles of clothing.

11. Understands the importance of body cleanliness.

12. Indicates when needs to go to the bathroom (either verbally or gesture).

* 13. Uses toilet independently or with minimal assistance if possible.

* 14. Wipe and clean himself with minimal assistance if possible.

15. Flush toilet after use.

16. Wash hands when finished.

*Many physically handicapped children may require assistance and/or adaptive aids (ie: catherters, urinary collection devices, protable commodes, diapers, potty wheelchair, Hoyer lift (hydraulic lift). Early intervention for independence training in this area is most essential.

B. DECISION MAKING

1. Select activities which student likes or dislikes.

2. Select an activity from a list that he/she likes and dislikes and state reasons for selections.

3. State possible outcomes or consequences for problems presented in the following situations: a. school b. physical phenomena c. work d. social setting e. life experiences.

4. State several decisions that he/she makes during the course of the day.

C. DEVELOPING A POSITIVE SELF AWARENESS

1. List activities which student can perform well.

2. List activities which student likes to perform.

3. List ways in which student contributes to family and school.

II. INDEPENDENT LIVING

A. MARKETING AND MENUS

1. Plan a menu for a day which contains the four basic food groups.
2. Compute the total cost of food for a complete day.
3. Differentiate between a retail and discount store and give examples of each (ie: Sears vs. K-Mart).
4. Compute savings when using a coupon.
5. Compare prices by computing the differences between the same items at two different stores.
6. Compare prices by computing the differences between similar items at the same store.
7. State advantages for buying items "on sale".
8. State disadvantages for buying items "on sale".
9. State the definition of consumer.
10. Compute cost of multiples of the same items (ie: 3 @ 23¢ each).
11. State the effect that sales tax has on the price of an item.

B. HOME MANAGEMENT AND MAINTENANCE

* 1. Plug and unplug electric appliances correctly.
* 2. Help prepare a simple meal according to instructions.
3. Follow directions of a simple recipe.
4. Identify procedures for simple cleaning tasks (ie: dishwashing, vacuuming, garbage removal).
5. State importance for maintaining a clean home.
* 6. Practice table manners.
7. Buy some food items in a store.
* 8. Operate some simple kitchen appliances (ie: toaster, can opener, etc.).
* 9. Demonstrate correct procedure for washing dishes by hand.
10. State functions of appliances found in a home.
*11. Prepare simple meals independently (ie: cereal, sandwich).
*12. Demonstrate proper setting and cleaning of table.
*13. Demonstrate correct procedure for sweeping a floor.
14. Identify safety procedures for simple appliances (ie: unplug iron when through).
15. Keep home clean be performing routine chores under direction (ie: dusting).
16. Identify commercial washing products.
17. Carry out appropriate procedures for contacting police or fire department and describe appropriate situations for which such contact would be necessary.

HOME MANAGEMENT AND MAINTENANCE CONT'D

18. Identify where dirty clothes are stored.
19. Appropriately sort clothing into whites and colors.
*20. Demonstrate procedure for stripping and making a bed.

C. LEISURE ACTIVITIES

1. Seek and participate in formal and informal group activities.
2. Name leisure activities appropriate to the season of the year.
3. Participate actively in a variety of simple organized games.
4. Identify leisure activities based on interests.
5. Name locations within community where he/she has participated in leisure activities.
6. Learn new games and activities.
* 7. Engage in sports activities as a spectator or participant.
8. List the advantages and disadvantages of listening to radio and T.V.
9. Name and describe hobbies involved in, the observation of nature (ie: bird watching, astronomy, rock hunting etc.)
10. Name and describe activities involved with water (ie: swimming, etc.).
11. Indicate leisure time activities he/she would like to do in the future.

D. CONSUMER SERVICES

1. Locate a place in your community where you could go for medical help.
2. Identify a place you could go for legal aid.
3. Name some community agencies which exist in his/her own neighborhood.

III. SURVIVAL READ

A. NEWSPAPER AND MAGAZINE

1. Name several newspapers sold in local area.
2. Name several magazines sold in a local area.
3. Locate the index of a newspaper.
4. Name the different sections of a newspaper.
5. State the purpose of a want ad.

B. MENUS

1. Read the price of an item.
2. Name the parts of a menu (ie: beverage, appetizer, etc.).
3. Name different kinds of restaurants (ie: fast food, cafeteria, etc.).
4. Name an item found in each part of a menu (ie: appetizer, shrimp cocktail, beverage - soda, etc.).
5. Order a simple meal from a menu.

C. LABELS

1. Name some of the information found on a label (ie: weight, ingredients, etc.).
2. Find warnings and cautions on labels.
3. Determine the expiration date of an item.
4. Identify the net contents of an item.

* These activities may need some type of adaptive equipment. Please see bibliography for suggested manuals and catalogs.

DAILY LIVING SKILLS
JUNIOR HIGH SCHOOL
OBJECTIVES

I. DAILY LIVING SKILLS

A. GROOMING

1. Bathe or shower regularly with supervision.
2. Bathe or shower regularly independently.
3. Keep fingernails and toenails cleaned and trimmed with supervision.
* 4. Demonstrate proper brushing technique and other procedures for dental hygiene (ie: flossing, mouthwash).
5. Wipe nose without a verbal cue.
6. Cover mouth when coughing.
* 7. Wash hands unassisted.
* 8. Wash face unassisted.
* 9. Dry one's hands and face unassisted.
10. Shampoo hair with supervision.
*11. Shampoo hair unassisted.
12. Brush hair on a regular basis.
13. Keep hair neat and trimmed on a regular basis.
*14. Go to bathroom with minimal assistance or supervision.
*15. Go to bathroom without supervision.
16. Select clothing appropriate to activity, season or weather conditions with minimal supervision.
17. Student selects clean clothing on a daily basis.
*18. Zipper, snap, button, tie, and buckle various articles of clothing.

*Many physically handicapped children may recognize assistance and/or adaptive aids (ie: catherters, urinary collection devices, portable commodes, diapers, potty wheelchair, Hoyer lift (hydraulic lift). Early intervention for independence training in this area is most essential.

B. DECISION MAKING

1. List likes and dislikes.
2. Rank a series of items in order of preference.
3. Identify advantages and disadvantages of decisions which are made in a specific situation (ie: school setting, work, social situation, life experience).
4. Indicate the best alternative when given conflicting viewpoints.
5. Identify the components of the decision making process: a. define the problem, b. identify, evaluate and select the alternative, c. act upon the decision.
6. State possible effect of current decision on future goals.

II. INDEPENDENT LIVING

A. HOME MANAGEMENT AND MAINTENANCE

1. Recognize fire and electrical hazards in the home.
* 2. Demonstrate safety procedures when a fire occurs in the home (ie: grease fire).
* 3. Perform simple maintenance tasks in the home (ie: change light bulb, hang picture).
* 4. Help prepare daily meals.
5. Follow directions on a recipe when planning new foods.
* 6. Demonstrate procedures for cleaning tasks (ie: vacuuming, dusting, garbage removal).
7. Store, refrigerate and freeze foods properly.
8. Determine type of fabric being washed (ie: permanent press, cotton).
* 9. Demonstrate correct procedure for washing clothes (ie: loading, detergent, setting, etc.).
*10. Demonstrate correct procedure for drying clothes.
*11. Perform proper folding procedures of laundered items.
*12. Use iron to press clothing with assistance.
*13. Put appropriate clothing on hanger when dried.
*14. Demonstrate simple hand sewing techniques (ie: buttonholes, mend a seam).
15. Identify garments to be laundered or dry cleaned.
*16. Clean and polish shoes.

B. LEISURE ACTIVITIES

1. Seek and participate in formal and informal group activities.
2. Name leisure activities appropriate to the season of the year.
3. Engage in sports activities as a spectator or participant.
4. Define, in own words, what is meant by the term leisure.
5. List basic skills and equipment needed in selected activities.
6. Name clubs and organizations available in community which provide leisure facilities or organized activities (ie: 4-H Club, P.M.C.A., N.W.S.R.A.).

C. LABELS

1. Identify brand names of certain items (ie: Kelloggs, Campbells).
2. Identify a label which signifies a poisonous item.
3. Name some of the information found on a label.
4. Identify various label terminology (ie: calorie, ingredient, etc.).
5. Identify the abbreviations found on labels (ie: lb., pkg., col., oz., etc.).
6. State the meaning of USRDA (United States Recommended Daily Allowance) and explain its importance.

LABELS (CONT'D)

7. Read the care instructions on clothing labels.

*These activities may need some type of adaptive equipment. Please see bibliography for suggested manuals and catalogues.

Resources

Behavior Education Center - Basic Living Skills Curriculum, NSSEO

District 25 Grooming Center Curriculum

SOCIAL - EMOTIONAL

SOCIAL - EMOTIONAL

Introduction

Physically handicapped students need a specifically desinged curriculum to provide for appropriate development for a positive self image and interpersonal relationship.

How one feels about himself/herself and his/her abilities to succeed in given areas and situations seems to be significantly related to success in their achievements. Therefore, the development of positive self-image is a major goal in developing interpersonal relations.

NOTE: A discussion on motor performance in terms of specific techniques does not apply in the area of social emotional development. The following are general considerations and suggestions which are felt to be relavent to this area of development.

Considerations:

1. Self concept and socialization skills in the educational setting are dependent to a great extent on two factors:
   a. How the physically handicapped student perceives himself and
   b. How others respond and react to him.
2. Adults working with handicapped students can be instrumental in both creating a positive self concept and helping others to understand and accept him/her.
3. Focusing on similarities, acknowledging differences and open sharing of feelings and experiences have been found to be useful techniques in developing positive attitudes.
4. The amount and type of social interaction that takes place will depend to a great extent on the image that the handicapped student presents to others; i.e., his behavior, appearance, manners, etc.

Suggestions:

1. Do not refer to students using their handicapping condition to identify them, i.e., "John is a C.P. child." John is a child first - his handicapping condition is secondary to his being a person. Refer instead to John as a child who <u>has</u> C.P.
2. When providing the special care that is needed, i.e., positioning, physical sssistance, moving and lifting, etc. -
   a. Do so as unnoticeably and quietly as possible in the presence of others.
   b. Explain exactly what you are going to do beforehand - do not simply "take over" a child's body.
   c. Take care that clothing is not pulled in such a way as to embarrass the students. Rearrange clothing appropriately and comfortably after the child has been moved and/or repositioned.
   d. Use opportunities when available to explain to others present what, how and why special care is needed.
3. Encourage others, particularly non-handicapped students to try to experience some of the problems inherent in having a handicapping condition.
   a. Using a wheelchair to get around.
   b. Using crutches.
   c. Eliminating the use of an arm or hand.
4. Encourage good grooming including care and cleanliness of orthopedic appliances.
5. Include the handicapped student at an equal height with others whenever possible. This may necessitate that others be seated.

6. Solicit the help of able students to provide any necessary assistance when possible -
   a. Carrying books from class to class.
   b. Carrying lunch trays.
   c. Opening lockers.
   d. Pushing wheelchairs.
7. Do not provide any assistance or special care that is not needed. Expectations in all areas of performance except those obviously limited by the handicapping condition should be the same as expectations placed on non-handicapped students. To make necessary exceptions demonstrate understanding of the child's handicap. To make unnecessary exceptions is to deny the handicapped child the opportunity for social-emotional growth.

Resources

Samuel A. Kirk Center, Developmental Curriculum Guide, March, 1978.

INTERPERSONAL RELATIONSHIPS

I. INDIVIDUAL

1. Recognize oneself as in individual.
2. Be aware of the likenesses and differences in the physical characteristics of self and others.
3. Participate in parallel play without disturbing others.
4. Play in one location for long periods of time.
5. Play in a well organized manner.
6. Be happy with self.
7. Show interest in exploration.
8. Show respect for adults and peers.
9. Show acceptable behavior in presence of visitors.
10. Select a partner and proceed as directed.
11. Recognize oneself as a member of a group.
12. Join in team play.
13. Take directions from a peer leader.
14. Accept group criticism.
15. Permit others to talk without interruption.
16. Refrain from unattractive actions in public.
17. Show modesty.
18. Control behavior when a change in routine occurs.
19. Control behavior when in public places with peer group.
20. Transfer different behaviors to different settings (i.e., playground vs. classroom).
21. Control impulsive behavior.
22. Be willing to try new adventures.
23. Find another activity of interest if he/she is rejected from a group situation.
24. Accept mild, friendly teasing.
25. Independently complete a task within a broad time limit.
26. Accept the fact the he/she cannot excel in all areas.
27. Expect praise only when he/she has accomplished worthwhile tasks.
28. Seek attention from an adult or peer politely.
29. Offer assistance when he/she sees another person is struggling.
30. Accept losing graciously.
31. Accept winning graciously.

INDIVIDUAL (CON'T)

32. Be aware of the times he/she needs help.
33. Accept help when needed.
34. Decline help graciously when not needed.
35. Assume role of leadership.
36. Express emotions verbally rather than physically.
37. Discuss what emotions are to be able to appropriately express all types of emotions.
38. Use social verbal courtesies: thank you, please, excuse me.
39. Make requests politely.
40. Accept a compliment.
41. Give a compliment during an appropriate occasion.
42. Share in the general conversation.
43. Select good subjects for conversational purposes.
44. React appropriately to: be kind of gentle, use a pleasant voice.
45. Admit his/her wrong doings.
46. Follow requirements for privacy: keeping a secret, not repeating home gossip.
47. Be fair and honest in play situations.
48. Differentiate reporting (to help) from tattling (to get someone in trouble).
49. Express a sense of humor.
50. Show pride in own appearance.
51. Display affection for people in his/her environment in an appropriate manner: adults, peers.
52. Demonstrate existence of self respect.
53. Respond to takss with self confidence.
54. Accept own strengths and limitations.
55. Self-evaluate the quality of own work product.
56. Strive to project own personality.
57. Accept the consequences of his/her actions in a socially acceptable manner.

II. GROUP

1. Play with other children under supervision.
2. Welcome another child into the group play.
3. Play interactive games (tag).
* 4. Know the difference between his/her and other peoples belongings.
5. Use the property of others without damaging.
6. Share and take turns willingly with classmates.
7. Make or choose his/her own friends.
8. Play without fighting.
9. Back away from a fight even though he/she is being prodded into it.
10. Compromise with other group members.
11. Engage in group efforts without always demanding "his/her way".
12. Be willing to do his/her share when the group is working together.
13. Function as a follower.
14. Accept appropriate affection from others.
15. Show appropriate sexual behaviors.
16. Be tolerant and understanding of the successes and limitations of others.
17. Show an interest in other people's ideas.
18. Move from fantasy to reality.
19. Become conscious of the adult role.

ADAPTIVE P.E.

ADAPTED PHYSICAL EDUCATION

Objectives

1. Learning to follow directions.
2. To be able to distinguish between work and leisure activities.
3. To appropriately handle basic recreational equipment (i.e., balls, jump rope, scooter boards).
4. Play with others in a small group situation.
5. To develop a sense of good sportsmanship.
6. To develop physical skills and coordination for recreational activities.
7. To provide an opportunity for socialization through recreational activities.
8. To develop an ability to work together in a team structure.
9. To provide games and activities which parallel the standard P.E. curriculum.
10. To develop an understanding of proper maintanence of recreational equipment.
11. To develop an understanding of recreational rules and regulations (i.e., basketball, volleyball, track and field, floor hockey).
12. To develop physical skills and coordination to participate successfully in organized recreational games.
13. With supervision, students will learn to appropriately adapt recreational activities to fit their own needs.
14. To successfully pass tests and quizes covering material presented in class.

POSITIONING

Considerations:

1. Positions will vary according to activity.
2. Positions should allow for comfortable and normal respiration.
3. Positions should not restrict any body parts in which the student has independent mobility and in fact should challenge the student's ability to make maximal use of available function.
4. Precautions should be taken with students who exhibit seizure activity - particularly in mobile activities (see: P.T., O.T., or nurse for consultation on possible restriction of activities.)

Suggested Positions:

1. Sitting - for students who do not have independent standing balance for such activities as adapted -

Tee ball	Archery
Teather ball	Bozo bucket game
Floor hockey	Breathing exercises
Basketball	Stretching exercises
Throwing/catching	Chin ups/pull ups from chair
Golf	Weightlifting

2. Prone on wedge - for students who do not have independent sitting balance for such activities as adapted -

   Bowling
   Tug of war
   Throwing/catching/rolling a ball

3. Mobiles with external support - for students who do not have independent sitting or standing balance or, for students who do have balance for vestibular stimulation for such activities as -

   Prone on scooter board - relay races, follow the leader, obstacle course
   Rolling - relay races, down a mild recline
   Prone or sitting in hammock or net - swinging, spinning

4. Lying on back - for all students for - stretching, sit ups, leg lifts

EXTERNAL SUPPORT

Considerations:

1. All external support systems should be checked regularly for safety.
2. Current P.E. and P.T. catalogs should be reviewed regularly for adapted games and equipment that may be appropriate for use.
3. Students using external support systems should be monitored regularly for skin breakdown and reddening, particularly on bony areas where there is pressure on body parts.

Support Systems:

1. Commercial or homemade adaptive equipment -

   Orthopedic chairs
   Scooter boards
   Vestibular nets
   Bean bag chairs
   Wedges
   Protective helmets

2. Commercial or homemade strapping (velcro, buckle or tie, NO PINS)
3. Orthopedic braces/appliances (medically prescribed only - can be removed with approval of P.T. or O.T. for activities where they restrict mobility.)
4. Dicem

PHYSICAL ASSISTANCE

Considerations:

1. Physical assistance can be utilized to aid movement.
2. Physical assistance should be provided in such a way soas not to restrict any body parts in which the student has independent mobility.
3. Physical contact should not restrict normal comfortable breathing or swallowing.
4. Medical factors are a primary consideration in providing physical assistance with motor activities. Use caution when moving body parts where there is any question about joint stability, particularly shoulders and hips. The P.T. or O.T. should be consulted about any student whose medical history is questionable in this regard.
5. Safety must be considered. When giving assistance, particularly in gross motor activities, make certain you have good balance, feet firmly planted so that as you move with the child, you do not lose your balance.

Techniques:

1. When assisting arm and leg movements, stand where you are not blocking vision, place your hands over the body part to be moved and assist with grasp, release, guiding directionality of movement and grading movement as needed.

ADAPTING THE ENVIRONMENT

NOTE: Adaptions in the evnironment refers to both alterations in the physical setting, as well as employing the use of adaptive aids and materials (adaptive aids and materials being different from adaptive equipment in that it refers to those objects and materials that are manipulated by the child).

Considerations:

1. Current Occupational Therapy, Physical Therapy and Physical Education catalogs would be reviewed regularly for adaptive games and aids that may be appropriate for use.

Suggestions:

1. Safety cones (as used in street repairs) make excellent tees for tee ball for students in wheelchairs.
2. Toy brooms can be used for adapted floor hockey for students in wheelchairs.
3. Regular hockey sticks can be cut to accommodate wheelchair height. They can also be used for adapted golf with wiffle balls.
4. Baskets for basketball can be placed at appropriate heights.
5. Floor exercises can be done on regular gym mats.
6. Clothing should be appropriate for P.E. activities. When a change of clothing is needed, ample time should be planned before and after activities for changing. This time can be during the P.E. session or before and after in the classroom, wherever the needed assistance can be provided.

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GENERAL CONSIDERATIONS

Safety and medical factors are primary considerations in supervising motor activities with physically handicapped students. To insure that all proper precautions are taken, the following suggestions apply:

1. Orthopedic chairs should be a locked position unless being used for a mobile activity.
2. Protective helmets and/or goggles should be used when activities involve excessive movement and/or when objects are being swung, thrown, etc. (many children cannot move to avoid a disdirected object).
3. The following incidents should be reported immediately to the classroom teacher, school nurse, school administrator and parent.

   Falls (even if the child appears unharmed)
   Noticeable changes in respiration or skin color
   Irratic eye movement or "staring" spells
   Tremors or uncontrolled shaking

Resources

District 25, Berkley - Rand Adapted Physical Education Curriculum

Lifting and Moving

Considerations:

1. Children with motor problems often experience an involuntary change in muscle tone when they are lifted or moved for any reason. You may note a sudden stiffening when you pick up certain children.
2. Your own body mechanics are extremely important in the lifting and moving process for your own, as well as the child's protection and safety.

Suggestions:

1. Always explain to the child what you are about to do; i.e., "We are going to move you from the chair to the prone stander. On the count of three, we will pick you up."
2. Whenever possible, larger children (over 25 pounds) should be lifted and moved by two people using a two man lift.
3. Practice good body mechanics:

   Bend from the knees, not the waist.
   Make the child's body as compact as possible before lifting (cradle if possible).
   Get the child as close to your body as possible before lifting.
   Use your legs, not your back to lift.

4. Practice safety when moving:

   Remove all objects from child's hands.
   Grip the child's body, not his clothing.
   Make certain you can see where you are going - check the floor for obstacles before walking while carrying the child.

RESOURCES

HANDICAPS (General)

Library of Congress, Division for Blind and Physically Handicapped, Washington D.C. 20542.

National Foundation March of Dimes, 1275 Marmaroneck Avenue, White Plains, New York 10605.

National Paraplegia Foundation, 333 North Michigan Avenue, Chicago, Illinois 60601.

National Congress of Organization of Physically Handicapped, 7611 Oakland Avenue, Minneapolis, Minnesota 55423.

Arthritis Foundation, 1212 Avenue of the Americas, New York, New York 10036.

SELF-CARE

Tub Master, 413-G Virginia Drive, Orlando, Florida.

Physical Aids Manufacturing Company, 144-G South Orange Avenue, San Diego, California 92020.

Braun, 1014 South Monticello, Winamac, Indiana 46996.

Nelson Medical Products, 5690-G Sarah Avenue, Sarasota, Florida 33581.

Fashionable, 5-G Cresent Avenue, Rocky Hill, New Jersey 08553.

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Stainless Medical Products, 3025-G South Kilson Drive, Santa Ana, California 92707.

Everst and Jennings, Incorporated, 1803-G Pontuis, Los Angeles, California 90025.

Active Aid, Incorporated, 501-G East Tim Street, Redwood Falls, Minnesota 56285.

Rehabilitation Equipment, 1556-G 3rd Avenue, New York, New York 10028.

Bathing Aids to Handicapped, Post Office Box 1956-G, Greely, Colorado 80631.

CLOTHING

Fashionable, 5-G Cresent Avenue, Rocky Hill, New Jersey 08553.

PTL Designs, Box 364-G, Stillwater, Oklahoma 74074.

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Ortho-Kinetics, 1225 Pearl Street, Post Office Box 436, Waukesha, Wisconsin 53886.

Invacare Corporation, 1200 Taylor Street, Elyria, Ohio 44035.

Adaptive Therapeutic Systems, Box 1129-G 162 Ridge, Madison, Connecticut 06443.

Divers-A-MED, 3300-G West 29th Street, Topeka, Kansas 66614.

Braun, 1014 South Monticello, Winamac, Indiana 46996.

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Dillon Manufacturing, Post Office Box 29125-G, Atlanta, Georgia 30359.

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Dillon Manufacturing, Post Office Box 29125-G, Atlanta, Georgia 30359.

Jobst Institute, Incorporated, Box 653, Toledo, Ohio 43601.

Fred Sammons, Incorporated, Box 32, Brookfield, Illinois 60513.

Invacare Corporation, Post Office Box 550, Toledo, Ohio 43601.

Cleo Living Aids, 3957 Mayfield Road, Cleveland, Ohio 44121.

Wheelchair Traveler, Ball Hill Road, Milford, New Hampshire 03055.

ADAPTIVE EDUCATION DEVICES

Handicapped Learner Materials Distribution Center (HLMDC), Audio-Visual Center, Indiana University, Bloomington, Indiana 47405.

SEIML, 408 Fairchild Hall, Illinois State University, Normal, Illinois 61761. Catalogs: Adaptive Media and Functional Devices for the Physically Handicapped.

J.A. Preston, 71 Fifth Avenue, New York, New York 10003. Catalogs: Special Education Catalog 1979-80.

Invacare Corporation, 1200 Taylor Street, Elyria, Ohio 44035.

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Handicaps, Incorporated, 4345 South Santa Fe Drive, Post Office 1337, Englewood, Colorado 80110.

Special Education Materials, Incorporated, 484 South Broadway, Yonkers, New York 10705.

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National Fund for Research into Crippling Diseases, Vincent House, Springfield Road, Horsham, Sussex RH12 2PN, England.

Human Resources Center, Willets Road, Albertson, New York 11507. Catalogs: Curriculum and Instructional Techniques for Physically Handicapped. Educational and School Equipment For Physically Handicapped.

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CLEO Living Aids, 3957 Mayfield Road, Cleveland, Ohio 64121. Supplies: Physical Therapy Equipment, Occupational Therapy Equipment and Rehabilitation Equipment.

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American Association for Rehabilitation Therapy, Post Office Box 93, North Little Rock, Arkansas 72116.

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Medical Motivation Systems, Incorporated, 44 Nassau Street, Princeton, New Jersey 08540.

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EPI-HAB, L.P., Incorporated, 5533 South Western Avenue, Los Angeles, California 90062. Programs: Socializing Programs, Group Counseling, and Sports and Recreation.

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ARCHITECTURAL BARRIERS

Architectural and Transportation Barriers Compliance Board, Switzer Building, Washington, D.C. 20201.

Architectural Barriers Committee, 6473 Grandville, Detroit, Michigan 48228.

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